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ABSTRACT

This handbook is designed to provide teachers with activities which will assist elementary level special education students in developing the necessary skills to work with both peers and adults in the school setting. Activities are presented in the theme areas of self-esteem, sharing, cooperation, peer relationships, and adult relationships. Each activity description includes information on appropriate grade levels, an annual goal (e.g., students will understand that self-love is a part of self-esteem), short-term instructional objectives, vocabulary, materials, procedure, conclusion (e.g., it is important to think about the things we like about ourselves), evaluation, and extension activities. A one-page bibliography and a brief list of resource materials are included. (CB)

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SOCIALIZATION

Activities Handbook for Students in Special Education

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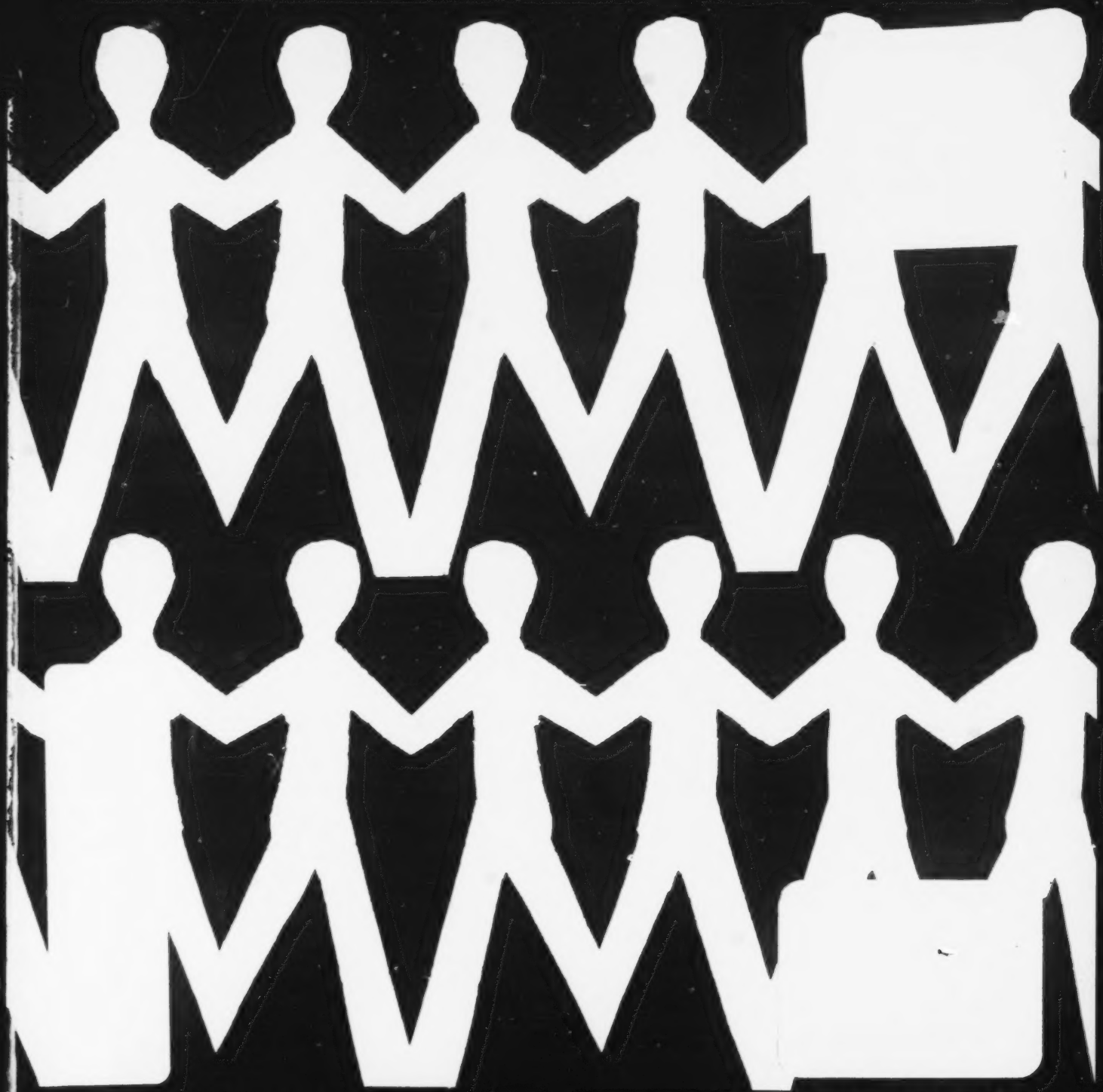
Activities Handbook for Students in Special Education



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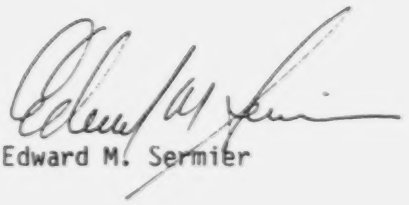
FOREWORD

The Division of Special Education recognizes the close relationship between students' academic progress and the development of socialization skills. Moreover, socialization skills are directly related to career awareness and employability.

This Socialization Activities Handbook for Students in Special Education (Elementary Level) is designed to provide teachers with activities which will assist students in developing the necessary skills to work with their peers and adults in a school setting.



Edward M. Sermier

ACKNOWLEDGMENTS

This Socialization Activities Handbook for Students in Special Education (Elementary Level) is a project of the Division of Special Education, Edward M. Sermier, Chief Administrator, Gloria B. Cole, Director, Office of Program Development.

This Handbook was prepared as a project of the Curriculum Development Unit, Lorelle Lawson, Administrator.

The project coordinator of the final edition of this Handbook was Hilary Mumma, Curriculum Development Unit. The editors were Basil Browne and Howard Schwach. Jennifer Ivey was the project illustrator. The principal writers for the final edition were Basil Browne and Kathleen Battiste. This Handbook was based on a pilot edition written by Sherri Heitner, Bonnie Long, Dennis McSorley, Cynthia Spaulding and Robert Feirsen. The pilot edition illustrator was Fredda Pravitz.

Anne Iacono and Margo Williams were the administrative staff members responsible for the preparation and production of this Handbook.

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INTRODUCTION

The development of socialization skills is integral to classroom participation and learning. Without such skills, special education students often find it difficult to attend to classwork, to interact with peers and adults, and to handle frustration-causing situations.

This Socialization Activities Handbook for Students in Special Education (Elementary Level) is designed to provide skill building activities for teachers to use with their special education students. These activities, in the areas of Self-Esteem, Sharing, Cooperation, Peer Relationships and Adult Relationships, focus on helping the special education student make the transition to mainstreaming and into general education classrooms.

In addition, the activities in this Handbook will allow teachers to assist their students in building the pre-vocational and career skills necessary for functioning in the world of work.

THEME: SELF ESTEEM

SELF-ESTEEM
INTRODUCTION

Who am I? How do I see myself? How do I feel about my image? The answer to these questions impacts on every part of every person's life. Building and maintaining self-esteem is an ongoing process, affecting both children and adults.

As a teacher, your own sense of self is often put to the test. When carefully prepared lessons fail, it is often the teacher who feels like a failure. Student and teacher success are intertwined. By providing students with activities designed to enhance self-image, you increase the opportunities for mutual success.

Frequently, students arrive at school with a confused sense of themselves in relationship to their environment. They cannot maintain relationships with others because they, themselves, are in a state of flux. They cannot define their own needs and set goals. Your first step is to help students develop and expand their self-knowledge and identity. This sense of identity provides a firm base from which students can sort out perceptions and test behaviors. Is it the job of the teacher to help students accept their weaknesses as well as their strengths and find joy in their uniqueness.

Teachers can provide invaluable assistance to students grappling with the complexities of self-image. Teachers can structure lessons in small sequential steps which encure success and independence. They can model behaviors which promote empathy, cooperation and self-esteem. They can also design classroom environments which reflect our pluralistic society and strengthen cultural pride and understanding.

THEME: Self Esteem (PreK-2)

ANNUAL GOAL: Students will understand that self love is a part of self esteem.

Short Term Instructional Objectives

. Students will recognize physical changes of the body.

. Students will discuss individual uniqueness and differences.

. Students will understand the concept of self esteem.

Motivation

Ask students to bring in a baby picture of themselves. Choose a volunteer to describe the changes they see now in comparison to their baby picture.

Problem: How have I changed?

Vocabulary: change, body, grow, like, self, bigger, longer

Materials: self portrait, flannel board, oak tag

Procedure:

. Ask students to hold up their pictures. Call on student volunteers to describe their pictures. Have a chart prepared, entitled "How I Have Changed". Record the changes as they are described by the students.

. After enough pictures has been described to provide a sufficient sample, look for similarities, special traits of individuality, as well as uniquenesses in the pictures. Ask, "What things do you like about yourself?" Provide an opportunity for students to feel comfortable about positive self expression.

. Develop a chart entitled "What Makes Me Special?". Assist students in expressing positive feelings about themselves by helping them to make a list of things they like about themselves.

Conclusion: It is important to think about the things we like about ourselves. We all need to feel good about ourselves.

Evaluation: Students dictate the ways in which their bodies have changed, and describe the those qualities they like about themselves.

Extender: Students examine pictures of baby animals and pictures of the same animals as adults. Students describe the similarities and differences between each pair of pictures.

THEME: Self-Esteem (PreK-2)

ANNUAL GOAL: Students will classify cultural backgrounds.

Short Term Instructional Objectives

. Students will identify their ethnicity.

. Students will describe the cultural backgrounds of their classmates.

. Students will discuss pride in self and acceptance of others.

Motivation

Show the filmstrip, "Children of the Inner City".

Problem: Are children of the inner cities an ethnic family?

Vocabulary: ethnic, different, same, like, Mexican, Black, Chinese, Puerto Rican, Native American, White, people, friends

Materials: filmstrips (published by Singer Division of S.V.E. Chicago, Illinois, 1970), costumes, song "We are the World", oaktag

Procedure:

. Discuss what the word "ethnic" means.

. Ask students if they recognized any ethnic groups in the filmstrip, Children of the Inner City". Discuss with students how an ethnic group can be identified.

. Ask students to talk about their ethnic heritage with their parents and share this information with the class.

. Plan activities which celebrate ethnic differences and identify ethnic groups in the classroom. The song, "We Are the World" can be taught and sung while students form a circle. If appropriate, place small groups of identified ethnic groups in the class in the middle. Change that group after every two choruses of the song.

Conclusion: We can identify ethnic groups in our classroom and communities, and accept and celebrate ethnic differences among the people we know.

Evaluation: Students identify and describe the ethnic and cultural backgrounds of their family and classmates.

Extenders: Form a collage of maps of the countries of origin of ancesters or relatives of students in the class.

Write a story about the country of your origin.

Discuss stereotyping of ethnic groups.

Adaptations:

For students with academic needs:
Teach the song, "We are the World" one verse at a time to assist students who have difficulty with auditory recall and retention.

Present students with pictures of members of different ethnic groups. Fasten pictures to a piece of oaktag. Ask students to identify each ethnic group. Students bring in photographs of themselves and family members and place the pictures under the correct picture of the ethnic group. Magazine pictures of different ethnic groups also can be displayed.

For students with social/emotional needs:
Provide a multisensory approach to this concept using pictures, filmstrips, role playing activities (such as ancestors coming to this country), and an arts and crafts activity making a collage of ethnic groups. Divide students into small groups for role playing to ensure greater participation.

THEME: Self-Esteem (PreK-2)

ANNUAL GOAL: Students will discuss various holidays and the traditions associated with them.

Short Term Instructional Objectives

. Students will identify family traditions.

. Students will discuss their emotions connected with traditions and holidays.

. Students will explore traditions.

Motivation

Bring in samples of decorations and the objects used to celebrate Christmas, Kwanza, Easter, Hanukkah, Passover, Ramadan, Chinese New Year, Valentine's Day, St. Patrick's Day, Martin Luther King's Birthday.

Problem: Does everyone have family traditions?

Vocabulary: traditions, holidays, fun, happy, sad, love, enjoy, eat, play, celebration

Materials: decorations, maps, record player, records, worksheet

Procedure:

. Ask students to look at various decorations. Hold up each decoration and elicit the name of the holiday associated with that decoration.

. If there is a traditional song that accompanies that holiday and decoration, play that song on a record player. Ask students which traditions they celebrate. Allow students to express their reactions, opinions and feelings which they enjoy and experience during those holidays. Students can color the decorations on the worksheet.

. Make a list of traditions and holidays experienced by students in the class. Discuss similarities and differences between these activities and events.

Conclusion: We all have family traditions and celebrate holidays for which we experience a variety of feelings.

Evaluation: Students identify and describe traditions and holidays which they experience or that were discussed in class.

Extender: Identify those countries which share the traditions and holidays experienced by students in the class, and match the corresponding decorations and symbols to those countries on a map.

Adaptations:

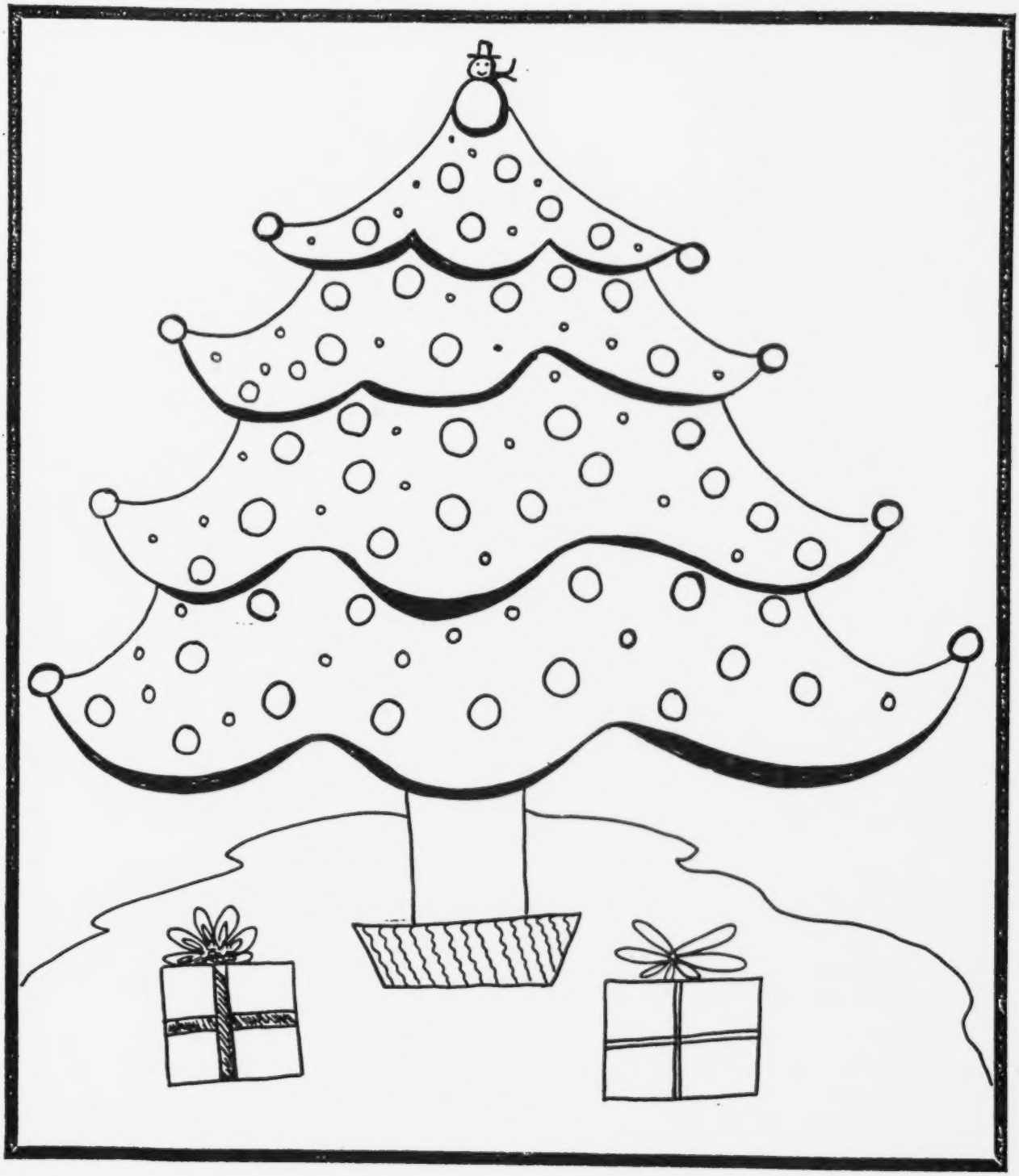
For students with academic needs:
sPresent students with pictures of several holidays with the name of the holiday written above the picture. Students identify the holidays and are shown objects associated with these holidays. Objects are sorted according to the holiday they are associated with. For example:

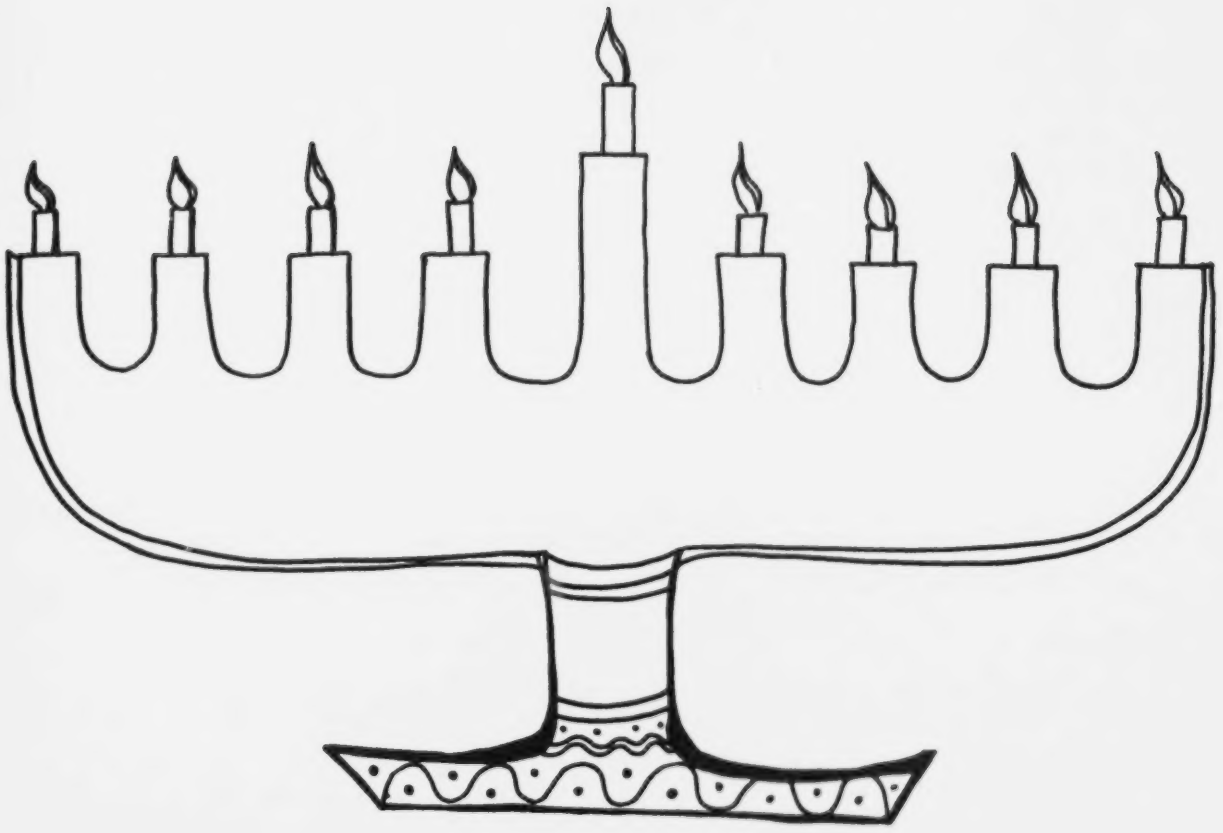
stockings, trees, bells = Christmas
menorah, dreidel = Hannakah
hearts, cards = Valentine's Day

Students can be given a worksheet divided into sections containing the names of holidays. Students paste pre-cut pictures of related objects under the appropriate holiday.

For students with physical needs:
Present visually impaired students with holiday sounds on talking book records.

Songs can be presented to hearing impaired students by manually signing the songs and allowing students to feel the vibrations of the songs.





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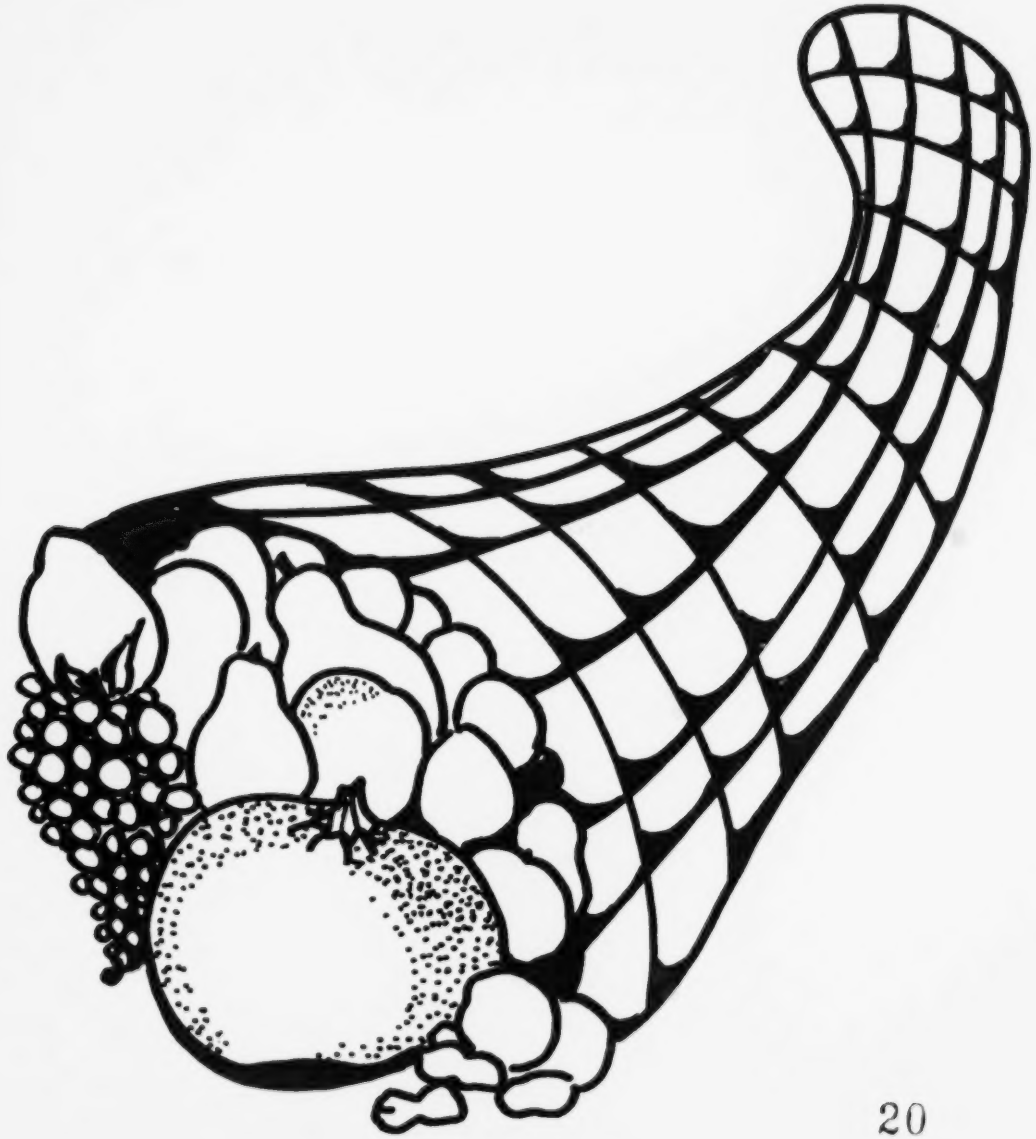

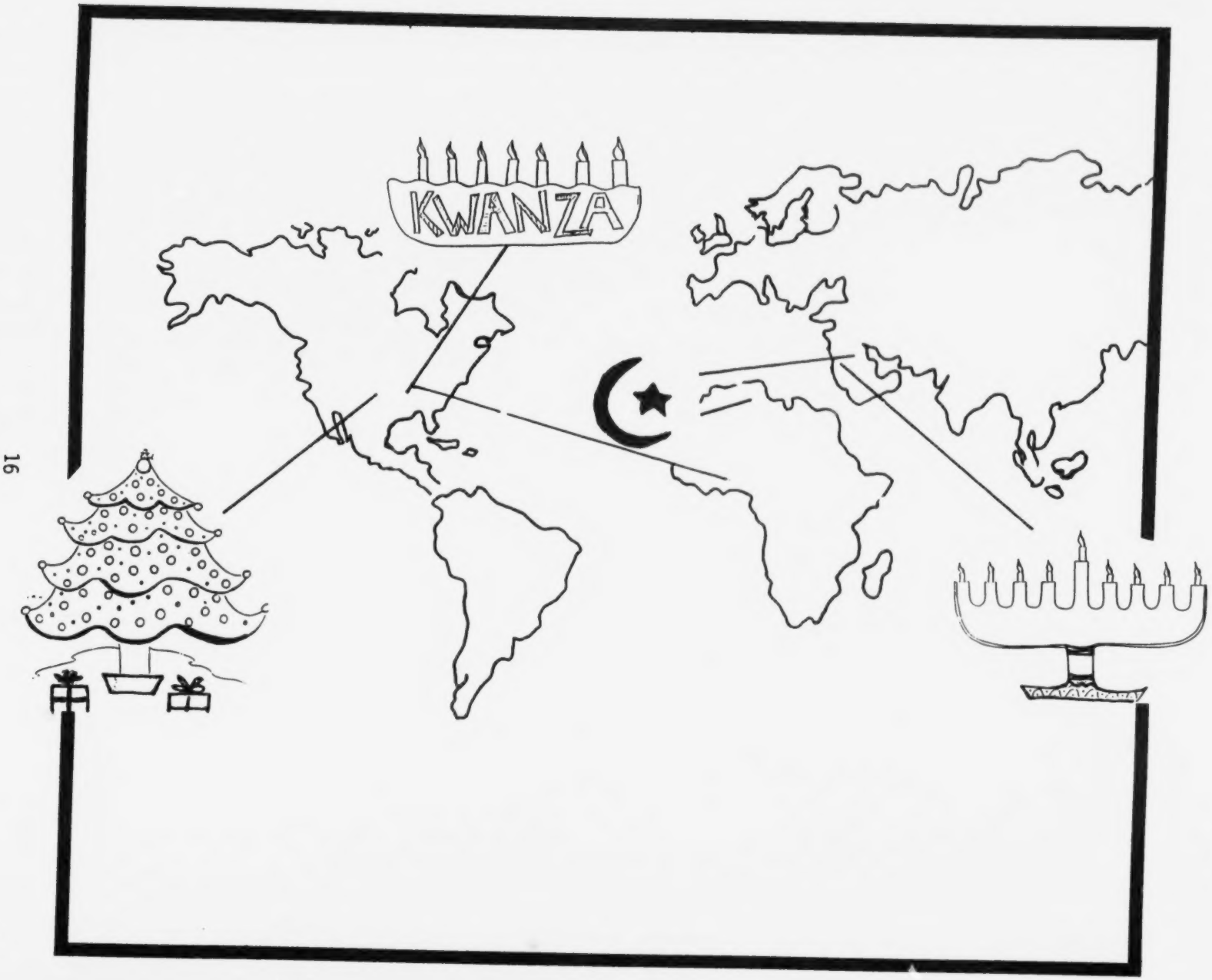

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THEME: Self-Esteem (K-2)

ANNUAL GOAL: Students will demonstrate an awareness of self.

Short Term Instructional Objective

. Students will identify that their bodies are unique.

Motivation

Cut several different fruits and vegetables in half. Ask students to describe the cut sides of the fruit.

Problem: Can you describe the way that you look?

Vocabulary: body, me, print, different, small, big, heavy, thin, fat, short

Materials: fruits, tempura, magnifying glass, stamp pads, worksheet

Procedure:

. After demonstrating that each fruit has its own distinct patterns or print, ask students to identify specific patterns from each fruit used in the above demonstration.

. Ask students to point to various parts of their bodies. Introduce the term, "body". Tell students that all of the places they have been pointing to make up your body. Indicate that even though people have the same kinds of parts, each person has a body that is special and different from everyone else. Discuss how we can identify each other, even when we are with a large group of people. Note that even each finger of each person is different and can be identified. This can be demonstrated with a class finger-printing activity. Have each student print his or her fingerprint. Upon completion, ask the students to compare fingerprints.

Conclusion: Each of us has a body which is unique and different from everybody else.

Evaluation: Students describe how they are different from everybody else.

Extender: Provide students with the worksheet, "Mr. Tomato Head". Students place an "X" on parts of "Mr. Tomato Head" as indicated or described by the teacher.

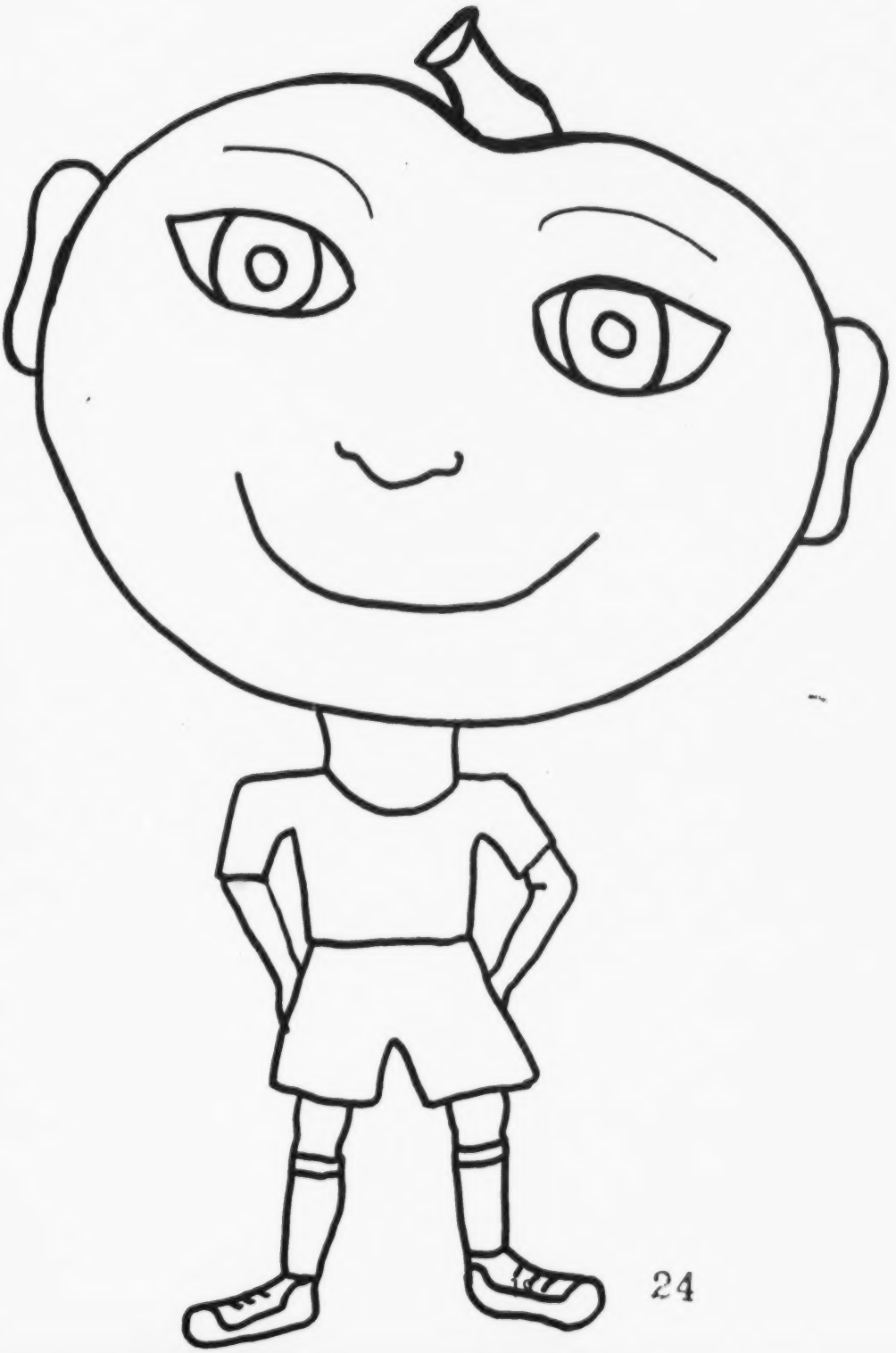
Adaptations: For students with academic needs:
A poster or chart with labelled parts of the body can accompany the activity.

For students with physical needs:
Be sensitive to the physical disabilities of students when discussing body parts.

NAME: _____

WORKSHEET

Mr. Tomato Head



THEME: Self Esteem (K-2)

ANNUAL GOAL: Students will demonstrate an awareness of feelings.

Short Term Instructional Objective

. Students will practice expressing feelings.

Motivation

Tell or read a tragic story to the class. Ask the class, "How did the story make you feel?"

Problem: What are emotions?

Vocabulary: happy, exciting, nice, aware, feelings, sad, loved, happy, mad

Materials: photographs (showing animals, parenting, love, and grief), story, worksheet

Procedure:

. Display a mood picture to the class. Ask students, "What do you see and how do you think the subject in the picture feels?". After eliciting responses to the photograph, introuduce the word "emotions" by discussing how the class felt about the picture.

  Begin reading the story, "The Boy Who Did Not Quit". Ask the students to listen carefully and try to see if they can identify times in the story when specific emotions were felt, such as sad times, good times, or fun times. When the story has been read, distribute and assist students in completing the worksheet.

. Place two columns on the chalkboard, entitled "Good Feelings" and "Bad Feelings". Ask students to suggest examples of good feelings and have them explain why they chose their particular answers as a good or bad feeling.

Conclusion: Emotion is the name for how we feel about things. We have many kinds of feelings, both good and bad.

Evaluation: Ask students to identify specific good and bad feelings associated with specific photographs or events.

Extender: Students discuss the difference between personal feelings and wants. The discussion may include how we can learn to appropriately express and control our emotions.

Adaptation: For students with social/emotional needs:
Monitor student reaction to this activity, as some students may feel threatened by this topic.

THE BOY WHO WOULD NOT QUIT

A determined young man named Boris had set his sight on a goal. He hoped that some day he would be a world champion tennis star. He asked his father for a tennis racket for his birthday, even though his birthday had not yet arrived. He knew that if he waited until his birthday to get a racket, it would be even more exciting and wonderful, especially since he knew his parents had planned to give him a birthday party. Then, as he was lost in his thoughts he felt a warm nudge and a spot of moisture on his leg. This drew his attention to a friend that he had momentarily forgotten. Boris' dog looked up at him with big, sad eyes, as if to say, "don't forget me". Boris felt terrible. He immediately fell to his knees and hugged his pet. He said, "I promise never to give you away. Even though I will not be able to spend as much time with you in the future. Don't worry, you will get good gentle care. Mother and father will always look after you, feed you, love you, and give you a place to sleep and rest." Although he comforted his pet, he could not help feeling a sinking, hollow feeling inside. He felt quite confused about leaving his favorite special friend. But he soon began to feel the rush of excitement from the idea of having his own tennis racket so he could spend time on the tennis court practicing to become a champion. He decided to run inside to see his parents. "Mom! Dad!", he hollered breathlessly with excitement. "Do you know what I want for my birthday?", he blurted, "a tennis racket, because someday I will become a world champion tennis player."

His mother and father wished him luck, but deep down in their hearts they felt that this excitement would fade and that the odds of Boris becoming a tennis champion were slim. Boris did get a tennis racket for his birthday, and practiced for hours each day, well into the late evenings. He soon won many games in small competitions then moved on to larger, more difficult matches. He became very successful, until at last he realized his dream. He entered the big games and won the finals. He was crowned champion. All the people cheered him and came to the matches to see the young new champion. His parents were very proud. Boris had achieved his goal. He was not bitter toward people who doubted him. He was so happy! He had done it!

THE END

NAME _____

WORKSHEET

Expressing Feelings

DIRECTIONS: Fill in the blank with the emotion you think the person in the story feels.

1. Boris was feeling _____ when he hugged his dog.

2. Boris was _____ about becoming a tennis star.

3. His pet probably felt _____ because he thought Boris had forgotten him.

4. When Boris became a tennis champion, his parents were_____of him.

THEME: Self-Esteem (3-4)

ANNUAL GOAL: Students will demonstrate an awareness of self.

Short Term Instructional Objectives

. Students will explain what feelings are.

. Students will practice getting in touch with their feelings.

. Students will describe the nature of feelings.

Motivation

Present a picture of starvation in Africa, or any visual cue that depicts desolation and despair. After giving students a little time to comprehend and discuss the presentation, present a contrasting picture, such as a current, popular upbeat song.

Problem: What makes us feel different ways at different times?

Vocabulary: sad, happy, joyful, angry, sounds, think, horrible.

Materials: picture, records, record player, crayons, song, movie, song, worksheet, mood pictures

Procedure:

. Ask, "How did your feelings change when you looked at the photograph?". Elicit and record responses on the chalkboard.

. "How did you feel when the music was played?" Discuss why and when students became aware of a change in feelings between the photograph and the song.

. Ask, "When did you realize that you were feeling different?" Elicit and record responses on the chalkboard. Emphasize and underline the time of recognition when students began to react to the stimulus with different feelings.

. Distribute and help students complete the worksheet.

Conclusion: We can identify what our feelings are and when these feelings change.

Evaluation: Ask students to identify the process of feeling when presented with a stimulus which evokes specific emotions.

Extenders: Play or teach the song, "Feelings", to students. Discuss the message in the song.

Students draw or are given a large circle on a piece of paper. Using crayons, students color in the circle with selected patterns and colors when given specific feelings or presented with mood pictures.

NAME: _____

WORKSHEET

DIRECTIONS: Use what you have just learned about feelings to complete the sentences below.

1. Some feelings are_____.
2. Other feelings are_____.
3. I know I am feeling sad when I begin to_____.
4. I know I am feeling happy when I begin to_____.
5. I know I am feeling mad when I begin to_____.
6. I know I am feeling excited when I begin to_____.
7. When I think about_____,I begin to_____.

THEME: Self Esteem (3-4)

ANNUAL GOAL: Students will differentiate between needs and wants.

Short Term Instructional Objectives

- Students will define needs.
- Students will articulate the differences between needs and wants.
- Students will list those needs that are necessary for survival.

Motivation

Ask, "What are some of the things people need in order to live?".

Problem: How do we recognize needs?

Vocabulary: air, water, food, clothing, shelter, need, want, essential, survival, luxury,

Materials: crayons, oaktag, worksheet

Procedure:

- Prepare a chart with two columns on the chalkboard. List the elicited responses to the motivation question in one of the columns. Ask, "What do you want for Christmas?". List responses in the other column. Help students to recognize and discuss the differences between the items listed in the two columns. Focus the discussion on what differentiates a need and want. The distinction should be reinforced with definitions. Students can help formulate definitions which indicate that needs are essential to survival and growth and wants are non-essential and often luxuries.
- Help students to further differentiate needs and wants by listing specific items under categories of needs and wants. Needs categories may include food, clothing, and shelter. Wants categories may include travel and entertainment. Help students realize that some categories may be listed under both needs and wants. For example, although clothing is a "need", designer clothing is a "want".
- Distribute and help students complete the worksheet. Students classify sentences as needs or wants statements. Discuss student responses.

Conclusion: We can identify the difference between needs and wants, and list those items each of us needs and wants.

Evaluation: Students identify basic needs for human survival.

Extender: Students survey neighborhood stores to determine which stores provide for their needs and wants. This activity can also be conducted by watching television commercials and looking at neighborhood newspapers.

NAME _____

WORKSHEET

DIRECTIONS: Categorize the sentences below as Needs (N) or Wants (W) statements.

1. People use air to live. _____
2. I like to drink water. _____
3. I like to wear my designer jacket to school. _____
4. Humans and animals must have love. _____
5. Food helps me to grow and live. _____
6. People must wear warm clothes in the winter. _____
7. My mother makes me wear a hat on the beach. _____
8. Do you want a piece of candy? _____
9. Everyone should have a pet. _____
10. Babies must have parents to help them grow. _____

THEME: Self-Esteem (3-4)

ANNUAL GOAL: Students will demonstrate an awareness of self.

Short Term Instructional Objectives

- Students will distinguish between wants and needs.
- Students will identify that wants vary in importance.
- Students will demonstrate that wants can be used positively to achieve goals.

Motivation

Students act out the following role playing situation: A boy sees another boy playing with a bicycle. He wishes he had a bicycle. He feels sad because he sees the pleasure the bicycle is giving the other boy.

Problem: Do people always get their wants satisfied?

Vocabulary: want, have, like, crave, enjoy, important, luxury, need.

Materials: worksheet, oaktag, skits

Procedure: Ask and elicit responses to the following questions: "Who can tell us what a want is? Is a want different from a need? Does the boy need a bicycle?" Help students define a "want". Write the definition on the board and on oak tag and place the definition on the wall. Ask, "What if the boy had taken the boy's bike? What kind of want is that?". Elicit from the students that there are different types of wants, such as important wants, luxury wants, and dangerous wants. Discuss wants which fall under each category. For example, wants which motivate someone to achieve a higher goal are important wants.

- Students complete the worksheet in small groups. Help stimulate brief small group discussions on types of wants.

Conclusion: There are different types of wants and they vary in importance. We should try to satisfy the wants that help us meet our goals.

Evaluation: Students describe, classify, and prioritize their wants.

Extender: Students prioritize a list of wants for the classroom, their parents, and friends. Discuss and evaluate how wants vary in importance.

NAME: _____

WORKSHEET

DIRECTIONS: After each sentence put an I (for important), an L (for luxury) or a D (for dangerous) to identify different types of wants.

1. I want a ring. _____
2. I want to eat because I am hungry. _____
3. I could eat some ice cream right now. _____
4. I want to climb up to the roof. _____
5. I want a pair of sneakers like yours. _____
6. I want to become a doctor. _____
7. I am sweaty, I want to take a shower. _____
8. I want a dog because he has one. _____
9. I want to take your bike and keep it for myself. _____
10. When I grow up, I want to be like my teacher. _____

THEME: Self-Esteem (3-4)

ANNUAL GOAL: Students will demonstrate an awareness of self.

Short Term Instructional Objectives

- Students will recognize their own individual attributes.
- Students will identify differences in others through an awareness of self.
- Students will define the operational meaning of attribute.

Motivation

Play the game, "I am thinking of...", by asking students to guess the name of a person being thought of and described. For example, say, "I am thinking of a person whose attributes include black hair, brown eyes, tall, and skinny. Who is the person with these attributes that I am thinking of?".

Problem: How are we different from each other?

Vocabulary: describe, differences, attribute.

Materials: worksheet, mirrors, an assortment of dolls, puppets, pictures of animals.

Procedure:

- Assist students in defining "attribute". Ask, "How were you able to find out who I was describing?". Elicit responses and indicate that those items described were that person's attributes.
- Display a cabbage patch or similar type of doll. Ask students to define the attributes of the doll. Record student responses. After several other examples using puppets and pictures of animals, help students organize all of their responses into categories of attributes.
- Ask students to select their own attributes from the list. If needed, students may look at themselves in a mirror to asist in selecting attributes. Students can compare their attributes to those of other students and discover how they are similar and different from everyone else.

Conclusion: We can identify and compare our attributes to the attributes of others.

Evaluation: Students list the attributes of the teacher, and identify differences between these and their own attributes.

Extender: Students do a class project called "Our Class Attributes" listing the different attributes of all of the students.

THEME: Self-Esteem (3-4)

ANNUAL GOAL: Students will understand how to establish friendships.

Short Term Instructional Objective

. Students will list and discuss the components of a friendship.

. Students will recognize that friendship takes courage.

. Students will discuss how it feels to make a friend.

Motivation

Sometimes students are afraid of animals. They often can get over this fear if the teacher brings a pet to class and introduces it to the students. Exhibit caring behaviors when introducing the pet. Ask for volunteers to stroke the pet. When a student finishes stroking the pet, say, "You've just made a friend!".

Problem: What is friendship?

Vocabulary: touch, stroke, love, care, soft, furry, nice, scary, afraid, happy, friendship

Materials: pet, songs, flannel board, file, story of "The Red Balloon"

Procedure:

. Ask students how people make friends. Elicit and record responses on the chalkboard. Ask students who have younger brothers or sisters to raise their hands. Ask these students to describe how they began to make their baby brother or sister feel happy or welcomed? Elicit and record responses on the chalkboard.

. Discuss ways in which a person can let a person know they want to be their friend. Ask students to identify the feelings that people have when forming friendships. Help students organize their responses and develop a series of steps through which friendships evolve. During this process, elicit problems which can result from attempts to make and maintain friendships.

. Students listen to and/or sing the song, "I'll Do Anything For You Dear" or "Yes I Can". Discuss the lyrics with students.

Conclusion: We can make and keep friendships by showing people that we care about them.

Evaluation: Students role play the initial steps in a friendship.

Extenders: Students write or dictate stories about how they made a friend.

Provide opportunities for students to view pictures of friends doing things together or students can choose pictures from a magazine. Students can develop stories about the friendships illustrated in the pictures.

Students can listen to or read the story of "The Red Balloon".

Adaptations: For students with academic needs:
Students may have difficulty responding to questions in the activity. Provide students with pictures and concrete examples to demonstrate the stages and problems in the development of friendships. Sentence completion exercises may also stimulate student responses. For example, state:

I make my little brother happy by _____.

_____and _____ are things I like to do with my friend.

I make my friend happy by _____.

For students with social/emotional needs:
When discussing the value of friendship, emphasize appropriate ways of making and treating friends. Be sensitive to students who have difficulty making and keeping friends. Use role playing as a tool to demonstrate strategies they can use to foster friendships.

THEME: Self-Esteem (5-6)

ANNUAL GOAL: Students will classify cultural backgrounds.

Short Term Instructional Objectives

. Students will identify their own ethnicity.

. Students will understand the concept of cultural backgrounds.

Motivation

Present the film, "Multicultural Education". Ask students to watch the film carefully to identify the various ethnic groups depicted in the film.

Problem: How do we define ethnicity and cultural background?

Vocabulary: different, lives, background, family, culture, inherit, grandparents, ancestors, race

Materials: map or globe, bulletin, collage entitled "We Are An Ethnic Family", pictures from magazines, film entitled "Multicultural Education" from the ASCD Staff Development Series

Procedure:

. Ask students to list the different types of ethnic groups or people that they saw in the film. Write student responses on the chalkboard. Choose an example from the list and ask, "What were some of the things that the Puerto Rican family did?" After discussion, select another example from the list until students have identified some of the cultural differences exemplified by the film.

. Introduce the term and concept of "cultural background". Point out that background is where you came from, and that the background of your parents and grandparents determines your background. Ask students if they know any other ethnic group or people in their neighborhood whose background differs from their own. List the various backgrounds of the students and the backgrounds of the people known to them on the chalkboard. Discuss the similarities and differences in the way these various ethnic groups look and live.

Conclusion: We can identify things that tell us about the cultural backgrounds of people.

Evaluation: Students list items which describe their cultural background.

Extenders: Plan a luncheon preparing different foods from the cultural backgrounds in the class or community. Add food from other ethnic groups if the students are of one ethnic background. Costumes may be added to enhance the festivity of the meal.

Discuss respect for differences in culture. Have students role play ways of showing respect for other persons. Discuss stereotyping and discuss problems which result from its use.

THEME: Self Esteem (5-6)

ANNUAL GOAL: Students will demonstrate an awareness of different types of feelings.

Short Term Instructional Objectives

. Students will identify different ways of expressing feelings.

. Students will classify feelings.

. Students will evaluate feelings and emotions.

Motivation

Play "Charades" by providing students with feelings to pantomime, while the class attempts to identify the feeling.

Problem: How do different situations make you feel?

Vocabulary: feel, kind, sad, happy, hurt, pain, physical, inside, emotional

Materials: worksheet, crayons, objects of different textures

Procedure:

. Prepare a chart with two columns on the chalkboard. After each mimed feeling is identified, write the feeling in one of the columns on the chalkboard. Continue with the Charades activity until an appropriate number of feelings have been identified.

. Place several objects of different textures on student desks. Ask the students to pass the objects around so that each student may feel them. Instruct students to close their eyes while they feel and describe the objects. As students describe the textures of specific objects, write the description in the other column of the chart on the chalkboard. Elicit that some feelings are physical and others are emotional. When this concept is understood, label the appropriate columns: Physical Feelings and Emotional Feelings.

. Help students to define emotional and physical feelings. Discuss similarities and differences between these two types of feelings, and how they relate to each other.

. Distribute the worksheet. Help students to classify the list of feelings into the two groups.

Conclusion: We can identify different emotional feelings and compare these to physical feelings.

Evaluation: Students describe emotional and physical feelings that they have experienced today.

Extender: Students role play situations involving expressions of various emotional feelings.

NAME _____

WORKSHEET

DIRECTIONS: Classify the feelings listed below as either Emotional Feelings and Physical Feelings.

1. I'm so excited!
2. Ice is cold.
3. I am thirsty.
4. I feel sad.
5. I have a pain in my stomach.
6. Mother spanked me, it hurt!
7. I was frightened.
8. My hand is rough.
9. My coat collar is furry.
10. Sunshine feels warm on my body.

Physical Feelings	Emotional Feelings

THEME: Self-Esteem (5-6)

ANNUAL GOAL: Students will demonstrate an awareness of self.

Short Term Instructional Objectives

. Students will describe how friends meet their needs.

. Students will explore new relationships.

. Students will make a friend.

Motivation

Ask, "When small children hurt themselves, whom do they cry for or run to?".

Problem: How do friends make us feel?

Vocabulary: friends, warmth, companionship, comfort, safety, help

Materials: song "Friends"

Procedure:

. Elicit "Mother" as the response to the motivation question, and ask, "Why do you think so?". Elicit responses, such as that small children seek warmth, companionship, comfort, safety, and help from their mothers. Record responses and discuss how friends can also meet these needs.

. Ask students to choose someone in the class as a friend. Allow students to move around and stand next to the friend they have chosen.

. Ask each student why they chose the person next to them. Make a list of student responses and discuss how our friends meet our needs. Listen to or sing the song, "Friends". Students can pantomime the song.

Conclusion: People needs friends to meet a variety of needs, such as warmth, companionship, comfort, safety, and help.

Evaluation: Ask students, "Why do you need friends?". Students respond by listing their needs which are, or could be, met by friends.

Extender: Students cut out magazine pictures that depict friendship and describe the needs(s) being met in the picture.

Adaptations: For students with academic needs:
Students may be presented with a concrete approach to friendship. Students make a chart and paste or draw pictures of people whom they consider their friends. Students describe how they spend time with these friends.

For students with social/emotional needs:
Students may have difficulty initiating friendships. Be tactful when assisting students in the selection of friends in the activity. Do not force students to participate. As an alternative, students can select a friend from outside of the class and describe their needs which are met by this friend.

For students with physical needs:
Activity can be adapted to a more visual mode for hearing impaired students. Present a series of pictures depicting trust and friendship. Teach manual sign language for the activity vocabulary. Students may participate in role playing activities that depict friendship.

Activity can be more auditory in nature for visually impaired students. Include talking book tapes or records on the topic of friendship. Students can discuss who their friends are, and why a visually impaired person must learn to trust people who can guide them.

THEME: Self Esteem (5-6)

ANNUAL GOAL: Students will analyze steps necessary to acheive goals.

Short Term Instructional Objectives

. Students will recognize that realistic goals are achievable.

. Students will describe how work can be rewarding.

. Students will explain the need to establish priorities.

Motivation

Present students with a story such as Aesop's "The Crow and the Pitcher", which inspires students to see the importance of setting goals.

Problem: Why should we set goals and work toward them?

Vocabulary: goals, realistic, achieveable, desire, self-discipline, plan, priorities, diversion, system, rewarding

Materials: story, oaktag, worksheet

Procedure:

. Ask, "How did the crow achieve his goals?", or similar question depending upon the story selected. List responses on the chalkboard.

. Ask, "When you have made a plan, what must you do?". Elicit that to follow through with the plan, you must set goals, limit diversions, and work toward the desired goals in a systematic fashion. Discuss what goals are and provide examples of how people select and succeed in meeting their goals.

. Discuss goals that students have or would like to set for themselves and how they plan to achieve these goals. Include in the discussion the importance of planning for future needs, being realistic as to what can be achieved (discuss personal strengths and weaknesses), establishing a list of priorities and a system of steps needed to meet idetified goals, and the importance of desire and the amount of self-discipline needed to complete tasks that are required to accoplish goals. From this discussion, a list can be developed and posted so that students can be reminded of how they can achieve their desired goals.

. Students complete the worksheet and discuss the process of planning, setting and meeting goals.

Conclusion: By setting realistic goals and following a series of steps in a plan, we can make work rewarding by achieving our goals.

Evaluation: Students describe a goal they have set for themselves and how they are going to achieve it.

Extenders: Students to set a daily goal, plan for how they are going to accomplish the goal, and evaluate how the plan worked at the end of the day.

Students plan and carry out group projects which require work which must be done in a series of steps in order to achieve the desired goal. Be sure the project is attainable for the students involved within an appropriate period of time.

NAME _____

WORKSHEET

DIRECTIONS: Choose the best answer for each blank space.

1. Goals are _____ that we set for ourselves. (presents, plans for the future, money)

2. To achieve a goal, we must _____. (plan, play, depend on others)

3. If you _____, a goal can be achieved. (change your mind, follow your plan, get distracted)

4. We must _____ in order to achieve our goals. (be unhappy, set priorities, forget about the future)

5. We need a lot of _____ to achieve our goals. (self-discipline, disciples, luck)

6. Accomplishing one's goals makes one feel _____. (disappointed, tired, proud)

7. Being successful in achieving goals makes work _____. (rewarding, a waste of time, go slower)

THEME: SHARING

SHARING
INTRODUCTION

Think of sharing. What does it mean to you and your students? Sharing can mean many things. The dictionary defines sharing as the "use, enjoyment, or experience of something in common".

Most people think of sharing in terms of tangible items, such as toys, pencils, crayons, and books. This unit will also consider the other side of sharing, the sharing of intangibles such as feelings, thoughts, and ideas.

The purpose of this theme is to highlight the many kinds of sharing, from the sharing of concrete possessions to the sharing of feelings and friendships. The following activities will assist students in the development of this important skill.

Sharing is a social skill which develops when a person has adequate self-awareness and a need for social interaction. It develops when a student has a feeling of abundancy, that there will be plenty to go around. With a sense of abundancy, there is no need to hoard. The student can share supplies today with the sure knowledge that there will be plenty to go around tomorrow. This sense refers not only to material things, but to the teacher's time, attention and affection as well.

In an environment where supplies and space are often at a premium, it is essential to promote the development of sharing skills. The following activities may be infused into a number of curriculum areas and incorporated into everyday lesson plans.

THEME: Sharing (K-2)

ANNUAL GOAL: Students will develop social acceptance through sharing.

Short Term Instructional Objectives

. Students will discuss the importance of having a friend.

. Students will list and discuss behaviors associated with being a good friend.

Motivation

Use hand puppets to help convey the meaning of friendship. Present the following dialogue between two hand puppets. Mention that the puppets are friends and then proceed to the dialogue.

1st puppet - Are you my friend?

2nd puppet - Sure I am.

1st puppet - Why did you choose me for your friend?

2nd puppet - I like being with you. Most of the time you're nice to me and help me out when I'm in trouble. It's fun to play with you at lunchtime. You always share things with me. I'm glad you are in my class.

Problem: What is a friend?

Vocabulary: friend, like, trust, respect, enjoy, need, share

Materials: construction paper, magazines, scissors, glue, worksheet, "Being a Friend" awards, puppets

Procedure:

. Ask, "What is a friend?" Elicit and place responses on an experience chart. Help students understand that a friend is someone you can trust. Discuss how people like to play and share things with their friends and that we enjoy sharing when we trust our friends.

. Distribute magazines and scissors. Assist students in looking for and cutting out pictures of people sharing. Students paste the pictures on construction paper and discuss why they selected them. Collect the posters and create a "Friends" display in the classroom.

. Distribute and help students complete the worksheet.

. After finishing the worksheet, each student can draw a picture which shows a good way to have fun with your friends. Label it sharing, talking, playing, or happiness.

Conclusion: A friend is someone who understands us, likes us and shares with us. Friendships are developed so that our basic needs can be met. Almost everyone has the need to be liked, comforted, respected and understood. Developing friendships helps us to meet these needs.

Evaluation: Ask students to explain how they know if someone is their friend.

Extender: Display a "Being a Friend" award with a space for a student's name, date and reason for the award. Ask the class to tell how they might be a "good friend" to another student or group of students in the classroom. List the responses and display the list in the classroom. Students can earn these awards by sharing with other students, helping out others, and displaying a friendly attitude toward classmates.

Adaptation: <u>For students with social/emotional needs</u>:
Some students might need immediate feedback and reinforcement for showing friendly behavior. This behavior can be strengthened by providing students with reinforcers such as extra time in the library, extra free time, the presentation of a "Good Friend Award", or a tangible treat.

Name _____

WORKSHEET

What Friends Need To Do

Friends need to _____

Friends are _____

Friends help me with _____

A friend will _____

A friend understands _____

THEME: Sharing (K-2)

ANNUAL GOAL: Students will develop social acceptance through sharing.

Short Term Instructional Objectives

. Students will describe why it is important to share.

. Students will share a personal possession with members of the peer group.

. Students will participate in conversations with peer group.

Motivation

Share a box of cookies with the class. Ask students to bring in something of theirs that is special to them, such as a book, game, or toy.

Problem: Why is it important to share?

Vocabulary: mine, possession, own, share, special, personal, important

Materials: cookies, student possessions for sharing

Procedure:

. Seat students in a circle. Ask students to describe a possession that is special to them. As the class listens, note that listening to a peer is a form of sharing.

. Ask students to select a classmate with whom they would like to share a conversation. Be aware of isolated students and attempt to involve each student in the activity as much as possible. After students have finished their conversations, explain that sometimes it is hard to share. Discuss successes and problems students have had in sharing with others. Help students describe and list the rewards of sharing with friends.

Conclusion: Sharing helps us develop friendships.

Evaluation: Ask students to describe how it feels to share, and how they think other people feel when they share with them.

Extender: Students listen to, learn, and discuss the following poem:

SHARING

Sharing can be hard to do,
Especially for me and you.
But if you begin to share,
You will see that people care.

Adaptations:

For students with academic needs:
Permitting others to handle personal possessions can be very threatening to students unaccustomed to sharing. This activity must be preceded by group socialization sessions. Students are instructed to shake hands, hold hands while seated in a circle, and share food with another student by serving cookies or raisins to each member of the circle before eating the treat. These sessions can evolve into sharing classroom toys and finally to sharing personal possessions from home.

A parent might send the student to school with a favored possession such as a plush stuffed animal, and the teacher can pass the toy around and allow other students to feel the toy rubbed on their cheeks and arms. Students can be permitted to hold such toys. Emphasize that a particular student brought in the toy to share with friends.

For students with social/emotional needs:
The desire for ownership, turf, and possession may be so intense that it may become the cause of friction. Structured reciprocal play activities can be emphasized and repeated daily.

For students with physical needs:
Visually impaired students might benefit from a short story told on a talking book record, entitled "The Sign of the Beaver". The story is about a boy who befriends another and shares his possessions and knowledge to help him survive.

THEME: Sharing (3-4)

ANNUAL GOAL: Students will understand the importance of sharing.

Short Term Instructional Objectives

. Students will participate in a sharing experience with peers.

. Students will describe their sharing experiences.

Motivation

Ask students to bring in some of their favorite snack food to school the next day to share with the class.

Problem: Can you share something with your classmates?

Vocabulary: sharing, friendship, experiences, problems, rewards

Materials: table, oaktag

Procedure:

. At an appropriate snack time, place snack foods brought to school by the students together on a table. Arrange the food in individual portions.

. Students select a sample of both their snack and another snack which they also like. Students write about or orally describe their sharing experience. Ask students to indicate what they brought to share with others and what they received from another student. Discuss both rewarding and difficult aspects of sharing.

Conclusion: Sharing experiences provide opportunities to develop friendships.

Evaluation: Ask students to describe the rewards and problems of sharing with others.

Extender: Arrange additional sharing opportunities which will assist students in understanding the "give and take" of developing friendships, as well as help students to cope with related conflicts.

THEME: Sharing (3-4)

ANNUAL GOAL: Students will understand the importance of sharing.

Short Term Instructional Objectives

. Students will share a project with their classmates.

. Students will share their projects with another class.

Motivation

For the conclusion of the study of Canton in third grade social studies, tell students that they will make a book about the Cantonese people.

Problem: Can we share our books with another class?

Vocabulary: Canton, Chinatown, farmers, economy, clothing

Materials: New York City curriculum publication entitled Third Grade Social Studies - Communities Around the World (Theme: Canton), photographs, magazines, construction paper, scissors, paste

Procedure:

. Help students select an aspect of Cantonese culture about which they would like to make a book. Topics may include reporting on Cantonese people who live in New York City.

. Students develop their books by including written and/or pictorial descriptions of their chosen topics.

. Projects may be completed over a period of several days. When books are completed, students share their books first with a classmate, and then with another class.

Conclusion: We can share things we make with others.

Evaluation: Students discuss sharing their books with others.

Extender: Students visit the Chinatown Museum.

Adaptation: For students with academic needs:
Provide concrete experiences to assist in the understanding of Cantonese culture. Use household items such as eating utensils, vases, and items of clothing to stimulate discussion on Canton. In some cases, the students may dictate their books.

THEME: Sharing (5-6)

ANNUAL GOAL: Students will understand that sharing leads to emotional growth.

Short Term Instructional Objective

. Students will demonstrate how to conduct a poll.

. Students will discuss poll findings with peers.

. Students will describe how sharing ideas is as important as sharing objects.

Motivation

Ask, "What is your favorite movie, television show, or record?". Elicit responses and ask, "How can we find out what movies the class likes?". Elicit the idea of a vote or a poll.

Problem: How can we share our ideas?

Vocabulary: share, idea, feelings, poll, vote

Materials: none

Procedure:

. Students conduct a class or school-wide poll on areas of interest to them. List poll results on the chalkboard. Students tabulate pool results and discuss poll findings.

. Ask students questions such as:

Who voted for _____?
Why did you vote that way?
Who else agreed with that selection? Why?
How did you feel when others said they did not agree with your choice?

. Help students understand that conducting a poll is one way to share ideas. Ask students to describe some of the rewards and problems associated with sharing ideas.

Conclusion: Sharing ideas is as important as sharing objects.

Evaluation: Ask students to explain why it is important to share ideas.

Extender: Students can conduct polls among family and friends. Discuss how such polls can open communication between people.

THEME: Sharing (5-6)

ANNUAL GOAL: Students will understand that sharing leads to emotional growth.

Short Term Instructional Objectives

. Students will share hobbies and interests with peers.

. Students will discuss how sharing helps them communicate better with others.

. Students will communicate "how to" information to peers.

Motivation

Take a poll of hobbies and interests of students. Discuss the findings. Encourage students to bring in examples of their hobbies.

Problem: How can students share information with their peers?

Vocabulary: hobby, interest, communicate

Materials: examples of student hobbies

Procedure:

. Develop a list of student interests and hobbies.

. Students choose a hobby or interest that they have, and give a 5-10 minute presentation on that hobby or interest.

. Assist students in developing their presentations. Students can describe, exhibit, or demonstrate their hobbies and interests to the class.

. Students give presentations. Allow time for the class to ask questions. Students discuss the presentations and develop a list of new skills and information they have learned from the presentations.

. Discuss how this activity helped students to be better communicators. Elicit how sharing interests and hobbies could help in daily classroom activities.

Conclusion: Sharing can help us learn new skills, acquire information, and facilitate communication with others.

Evaluation: Students discuss a presentation other than their own.

Extender: Students create a bulletin board illustrating the presented hobbies and interests.

THEME: COOPERATION

COOPERATION
INTRODUCTION

Young students often need to cooperate with others to fulfill basic personal needs. Cooperation and working together for mutual benefit develops when the student moves away from an egocentric view of the environment and strives to become part of a group. Cooperation also requires a positive self-image, a feeling that one has something worthwhile to contribute.

Most students first learn to cooperate in the family setting. Some cooperate more successfully than others. School provides an opportunity for students to expand their social horizons and master the difficult techniques of group interaction.

Experiences in the classsroom continually challenge students and motivate them to learn how to cooperate with students from varied social and ethnic backgrounds. By carefully structuring classroom tasks, teachers can provide numerous opportunities for students to practice cooperating skills and learn to integrate individual interests with group goals.

THEME: Cooperation (K-2)

ANNUAL GOAL: Students will demonstrate cooperative behavior.

Short Term Instructional Objectives

. Students will list their older siblings.

. Students will identify both personal and sibling responsibilities.

. Students will role play interactions with siblings.

Motivation

Discuss with students how young people must share their homes with older brothers, sisters, cousins or others. Ask, "Do you get along with these older people?". Help students to brainstorm problem areas and write down areas of conflict.

Problem: How can we get along with our brothers or sisters?

Vocabulary: peers, siblings, expectations, responsibilities, friendly, family, help, need, kindness

Materials: family photos

Procedure:

. Ask, "How many of you have younger brothers? How many have younger sisters? How many have older brothers . . . older sisters? How many have older cousins? How many of you live in group homes? How many older peers live with you?". Ask students to indicate the names of their older siblings.

. Elicit from students the expectations of older siblings. Indicate that expectations can be referred to as responsibilities. List responses for each appropriate area on the chalkboard in the form of a class poll. Teacher sensivitity must be demonstrated when obtaining this information. Provide examples of responsibilities, as needed.

. Help students to role play responsibilities and cooperation among siblings and family members. Hand puppets or face masks may be used to facilitate oral expression.

Conclusion: Compromise and accepting responsibilities help us to get along with older brothers and sisters.

Evaluation: Ask, "What are some of the things older brothers and sisters tell us to do? What are some of the things we want older brother and sisters to do for us? Why do we forget our responsibilities? How do we compromise and accept responsibilities?".

Extenders: Students make lists of items they fight about with peers and propose solutions which focus on compromise and cooperation.

Students bring in pictures of older brothers and sisters. Create a bulletin board display of siblings with lists of the things they enjoy doing with them, noting these as times when they cooperate with each other.

Adaptations: For students with academic needs:
Provide a more concrete approach to the concept of "what others expect of us". Encourage students to role play sister and brother roles using puppets. Students may not be able to understand the abstract concept of responsibilities or expectations. The activity can be adapted by making a chart of things that sisters and brothers do for us and tell us to do by using pictures.

Present pictures of actual situations showing children doing things for siblings. Students can describe what is presented in the pictures.

For students with social/emotional needs:
Students may have difficulty expressing themselves. Puppets may facilitate verbal expression. Monitor behaviors and do not allow teasing by peers.

For students with physical needs:
Many physically handicapped students can appreciate the role of brothers and sisters because these siblings are often called upon to help these students with their physical needs. These students need to have this activity adapted to learn about how they can respond to some of the expectations of brothers and sisters and how they have much to offer even though they have a physical disability.

THEME: Cooperation (K-2)

ANNUAL GOAL: Students will demonstrate cooperative behavior.

Short Term Instructional Objectives

- Students will list personal responsibilities required of them by their parent(s) or guardian.
- Students will discuss appropriate methods of getting along with adults.
- Students will act out family situations using hand puppets.

Motivation

Discuss with students how we must get along with and listen to our parents, grandparents, guardians, brothers, sisters, and other important family members. Help students to brainstorm things they do which enable them to get along with adult family members.

Problem: How do your parents expect you to behave?

Vocabulary: parents, kind, live, brother, sister, get along, home, foster, need

Materials: felt board, film entitled "Families", magazines, puppets

Procedure:

- Ask, "What do your parents expect of you?" Elicit responses and list them on the chalkboard.
- Ask students to identify various ways they have of dealing with such expectations, such as compliance, refusal, doing more than expected, and doing a lousy job. Ask students how their parent would react to each of these?
- Show and discuss the film, "Families".
- Use magazine pictures to spark discussion of student responsibilities and their reaction to those responsibilities.
- Use puppets to role play sample situations.

Conclusion: There are ways to appropriately handle responsibilities given to you by your parents.

Evaluation: Ask students to describe three things their parents ask them to do and how they handle each situation.

Extenders: Students role play examples of cooperating with adults.

Have students write or draw a scene where a problem started with a parent. If appropriate, discuss this scene with the class.

Adaptations: For students with academic needs:
Present a chart with a picture of a mother, father, grandmother, or other adult. Students paste pre-cut pictures onto the chart which depict the things that this person does to help them.

For students with social/emotional needs:
Problems and relationships with parents may be a sensitive topic. Monitor student reaction to the activity and modify the procedure to be less threatening, as needed.

For students with physical needs:
Attach a stick to puppets for physically disabled students who may have difficulty manipulating them.

For the visually impaired, this activity can begin with a story told on a talking book from the National Library Service for the Blind, entitled Arthur, for the Very First Time. This is a story designed for elementary level children which describes a young boy's conflicts with his parents and how he learns to solve them. Students can discuss the story and role play situations by using puppets.

THEME: Cooperation (K-2)

ANNUAL GOAL: Students will demonstrate cooperative behavior with their peers.

Short Term Instructional Objectives

. Students will interact cooperatively with individuals and in small group situations on non-academic tasks.

. Students will identify examples of cooperation.

. Students will cooperatively participate in small group discussions.

Motivation

Use the filmstrip and cassette set entitled "The Little Red Hen" by Ezra Jack Keats. The set was published by Weston Woods Studies, Inc., Weston, CT., in 1974. The filmstrip is available with English and Spanish narrations, and is about living cooperatively and the division of household tasks.

Problem: What is cooperation and how can we cooperate in the classroom?

Vocabulary: cooperation

Materials: filmstrip entitled "The Little Red Hen", cooperation badges

Procedure:

. Ask students to describe the two deeds of cooperation in the story. Elicit why cooperation is important. Ask, "Who do you cooperate with at home?". Elicit other examples of cooperation.

. Introduce the poem "Cooperation" to the students. This poem can act as a reinforcement for cooperative behavior.

Cooperation

Doing your part
And doing it well
Can sometimes make you feel just swell.

So act grown-up
And you will see
How good cooperating can be.

Conclusion: When we cooperate, we get along together as a group. We work as a team to get things done. Doing what we're asked to do, and being kind and helpful are several of the ways we can cooperate in the classroom.

Evaluation: Ask students to explain why cooperation in the classroom is important. Students explain at least three ways that they can cooperate in the classroom.

Extenders: Develop a cooperation bulletin board. Students provide examples of various ways they can cooperate in the classroom. Ask students to bring in photographs and magazine cut-outs depicting cooperation and have these objects encircle the cooperation bulletin board.

THEME: Cooperation (K-2)

ANNUAL GOAL: Students will demonstrate cooperative behavior with their peers.

Short Term Instructional Objectives

- Students will interact cooperatively with individuals and in small group situations on academic tasks.
- Students will demonstrate that cooperation often brings success.
- Students will describe how being able to cooperate is a valuable asset.

Motivation

Involve several students in a role playing situation that shows how cooperation is needed to complete classroom chores.

Problem: Why is it important to cooperate while working with a group?

Vocabulary: cooperate, group, project, collage, necessary, part

Materials: collage items (magazines, poster paper, glue, flash cards), "hands on" math materials

Procedure:

- Students are told that they are going to work on a project that will require them to cooperate. Remind them that cooperation means working well together to get the job done. Place the students into small groups and indicate that the class will work together to develop and complete a collage. Group size should vary according to student ability to handle this situation. The collage can reflect the interests that the class has at the time. Students are required to cooperate in the planning of the project.
- While students are planning and constructing the collage, verbally praise examples of cooperative effort. When the collage is completed, ask the class to describe why cooperation was necessary for completing the collage.
- Use flash cards to reinforce math concepts and cooperative behavior. Divide the class into pairs, telling them that they are going to help each other learn math and cooperative behavior. Seat the students of each pair on opposite sides of a desk or table.

. Mention that the first student will be responsible for displaying the flash card to the other student, checking for the correct answer and keeping score. The other student will be responsible for giving the correct answer. If this student gives an incorrect answer, he/she may go to the math corner and get a "hands-on" material such as unifix cubes so that the correct answer can be arrived at through concrete means. Ask students to identify examples of sharing and cooperation.

Conclusion: Cooperating means working together for mutual benefit. Cooperation increases when we understand that it is necessary for getting things done.

Evaluation: Ask students to state two ways they cooperated while working on their project.

Extender: During recess, play games that reinforce cooperative behavior, such as "Simon Says", "Beanbag Toss", and "Hide and Seek".

Adaptations: For students with social/emotional needs:
The teacher may initially have to provide students with continual verbal praise in order to develop cooperation skills during the activity.

Be aware that student behavior fluctuates. At one point cooperation may be obtained, followed by a period of resistance.

If students cannot yet accept task completion as an adequate reward for cooperation, cooperative behavior can be strengthened by providing students with reinforcers such as extra time in the library, extra free time, the presentation of a "Good Friend Award", or a tangible treat.

THEME: Cooperation (K-2)

ANNUAL GOAL: Students will demonstrate cooperative behavior with their peers.

Short Term Instructional Objectives

- Students will cooperate by taking turns with others in the peer group.
- Students will be attentive and display interest while watching the actions of others.
- Students will maintain eye contact when speaking to others in the group.

Motivation

Display a favorite class object such as a musical instrument, book or toy. Mention that the object is special and since everyone cannot use it at the same time, we must take turns so that everyone can get a chance to use it. Select a student to take a turn and then let each student take a turn using the item.

Problem: How do we take turns with others in our class?

Vocabulary: share, turn, interest, wise

Materials: musical instruments and other high interest items

Procedure:

- Students form a small, closed circle. Mention that each student is going to take a turn and say something to the others in the group. They can mention what type of day it is, such as rainy, warm, or snowing, or they can say something about the school day that is important to them. Suggest speaking about snack time, play corner or some type of activity which they enjoy. Emphasize that this type of sharing helps them to make friends and to feel comfortable and warm with those friends. Tell the students how important it is to take turns and to watch and listen while other people are having their turns. Indicate that sometimes this can be hard to do, but with practice we can listen and show interest in others. Before beginning the activity, instruct students to hold up their heads and look at the other students while speaking to the group. Praise those students who wait their turn, keep their head raised, and maintain eye contact with others in the group.

. Teach the students the following poem to reinforce the idea of taking turns and waiting quietly:

TAKING TURNS

Only one can talk at a time
So this is what I'll do
I'll listen still as a tiny baby
'Til other folks are through.

. Group the students in a small circle and ask each of them to take a turn playing a musical instrument such as a tambourine or drum. Select a student to start the activity. The musical instrument should be passed from student to student as they take their turns.

Conclusion: Taking turns, listening and showing interest in others help build solid friendships.

Evaluation: Ask students why it is important to be able to take turns. Students also describe how we show others we are interested in them.

Extender: Students take turns each day as a class monitor. The monitor's duties can include marking off the date on the class calendar, calling rows of students to the clothing closet and lunch, and going on school-related errands.

Adaptations: For students with academic needs:
Students may not be able to initiate conversation and may need concrete objects or pictures of familiar things to stimulate language. Present students with pictures in sequential order and encourage students to initiate appropriate speech.

For students with social/emotional needs:
Appropriate eye contact may be difficult for some students. Consistently voice approval when this behavior is achieved.

For students with physical needs:
Students may need assistance with playing a musical instrument. Teacher should encourage students to play instruments as independently as possible.

THEME: Cooperation (3-4)

ANNUAL GOAL: Students will understand that cooperation is necessary in order to achieve goals.

Short Term Instructional Objectives

. Students will define the term, "goals".

. Students will learn to set goals.

. Students will set personal goals.

Motivation

Tell students the story of Martin Luther King, Jr.

Problem: What are goals? How do we set goals?

Vocabulary: goals, set, plan, list, process, achieve

Materials: a book about Martin Luther King, Jr.

Procedure:

. Ask students to define the term, "goals". Help students develop an appropriate definition, then write the definition on the chalkboard.

. Ask students to describe some of the goals that Martin Luther King, Jr. set. Elicit and record student responses on the chalkboard.

. Ask students to identify the procedure Martin Luther King, Jr. used to achieve his goals. Discuss how Dr. King used cooperation in order to achieve goals.

. Ask the students to write three goals they would like to achieve and write the procedure they will use to achieve these goals.

Conclusion: We can set goals for ourselves and identify how these goals can be achieved.

Evaluation: Ask students to describe how cooperation can help them to achieve their goals.

Extender: Students construct a bulletin board of class goals.

THEME: Cooperation (3-4)

ANNUAL GOAL: Students will understand that cooperation is necessary in order to achieve goals.

Short Term Instructional Objectives

- Students will set classroom goals in order to complete an art project.
- Students will work cooperatively toward stated goals.
- Students will achieve goals.

Motivation

Ask students how they would plan a group art project. Elicit and list student responses on the chalkboard.

Problem: How can students work cooperatively on an art project?

Vocabulary: cooperate, project

Materials: paper, magazines, paste, string, scotch tape, other art supplies

Procedure:

- Use motivation to discuss the importance of planning and cooperation.
- Assist students in planning the use of materials for the project and student project assignments. As appropriate, the entire class can do one project or the class can be divided into smaller groups.
- Assist students in completing the project. Display the project and discuss the entire experience with the class.

Conclusion: Cooperation is necessary when working to accomplish group goals.

Evaluation: Ask students to describe the role of cooperation in the planning and completion of the project.

Extender: Have students plan and carry out goals in other areas.

THEME: Cooperation (5-6)

ANNUAL GOAL: Students will demonstrate the ability to cooperate with their peers.

Short Term Instructional Objectives

. Students will cooperatively plan classroom activities.

. Students will describe how they feel when they have accomplished a cooperative task.

. Students will participate in a group activity.

Motivation

Tell the students that you'd like some help in planning some classroom activities. Have students brainstorm the classroom tasks which require cooperation.

Problem: How does cooperation help us when planning classroom activities?

Vocabulary: helper, plan, activity, cooperate, assist.

Materials: artwork, paint, squares of cloth, individual photographs, class photograph, sewing materials.

Procedure:

. Help students develop a realistic sense of what they can accomplish when they are able to cooperate. Tell the students that they are going to have an art fair. The fair can take place in the classroom or the school yard. Break the class into small groups and assign organizational responsibilities to each group, such as art selection committee, table set up, fair day set-up coordinators, and fair invitation distributors.

. Turn the fair viewers into participants by setting up a section of the room up with art activities they can try for themselves. For example, tables, chairs, paints, paper and crayons can be provided for those viewers who would like to offer something of their own for display.

. Display your students' artwork and invite other classes to the fair.

. Have the class exhibit their cooperative abilities by developing a bulletin board displaying individual pictures of class members and a class picture. Assign each student a specific task in the development of the board. Give the board a title such as We're Number One, We Work As a Team, etc. Then ask the class to offer ways of cooperating in the classroom and list their statements on the bulletin board.

Conclusion: Students can accomplish a great deal when they are able to cooperate in classroom activities. Planning and organizing these activities gives the student a realistic sense of accomplishment that comes from a successful group effort.

Evaluation: Have students plan classroom activities which require cooperation.

Extender: Have the students plan the design for a tablecloth to be used for class parties. After the design of the cloth has been determined, have each student color or paint a square of cloth with the chosen design. Sew the squares together and use it for class social functions.

Adaptation: For students with social/emotional needs:
Students who have short attention spans and have difficulty staying on task should be given shorter tasks to accomplish. As their on time tasks lengthens, the duration of the tasks should be extended.

THEME: PEER RELATIONSHIPS

PEER RELATIONSHIPS
INTRODUCTION

The relationship between individual students and their peers is often a major concern of special education teachers.

Negative peer interactions, including verbal behavior such as "ranking", "dissing", and "cutting" cause problems which must be addressed.

The activities in this theme are designed to get students working together and help them to understand their own uniqueness, the worth of others in the class, and the human need for friends and sharing.

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THEME: Peer Relationships (K-2)

ANNUAL GOAL: Students will develop skills necessary to establish positive peer relationships.

Short Term Instructional Objectives

- Students will share materials, personal possessions and supplies with peers.
- Student will take turns with another person in the peer group.
- Student will define "sharing".

Motivation

Bring some photographs from home and share them with the class. Ask students if they have anything in their desks which they can share.

Problem: Why is it important to be able to share with others?

Vocabulary: sharing, important, relationship, graph, measure, tape measure, compare

Materials: chalkboard, classroom games which reinforce social, mathematical or reading skills, magazines, construction paper, scissors, glue, tape measure, crayons

Procedure:

- Begin this lesson by discussing the concept of sharing. Place the word "sharing" on the chalkboard and ask the students what this word means to them. Allow a few minutes for discussion and then list their responses on the chalkboard. After discussing student responses, ask the following questions:

  1. Why is sharing important?
  2. With whom can we share?
  3. How does sharing help our relationships with others?
  4. Is sharing always easy to do?
  5. How do you feel when someone shares with you?

- Organize an activity that requires sharing. Divide the class into small groups, giving each group a different game from either the math or reading corner. Tell the students that each day the games will be rotated to another group so that each group can get a chance to share classroom materials.

. Pair students in the class. Tell the class that each pair of students will be expected to share crayons and a tape measure while working on this task. Help students make graphs which will describe themselves. Each student measures the parts of their body named on the graph, while the other student in the pair colors the correct number of spaces to show those measurements. When the activity is completed, students can compare graphs and display them in the classroom.

Conclusion: Sharing with others helps to develop and maintain relationships.

Evaluation: Ask the students how school would be if everyone in the class was uncooperative and refused to share materials and supplies.

Extender: Ask the students to bring in magazines from which they can cut words or pictures that illustrate ways of sharing. Students mount these cut-outs on brightly colored pieces of construction paper. Display "collage posters" on the bulletin board or in other areas of the classroom.

Adaptation: For students with academic needs:
Instruction on how to use a tape measure may be needed before proceeding with the graph activity.

THEME: Peer Relationships (K-2)

ANNUAL GOAL: Students will develop skills necessary to establish positive peer relationships.

Short Term Instructional Objectives

. Students will share feelings and ideas with peers.

. Students will verbalize feelings and ideas with another.

. Students will utilize facial expressions to demonstrate feelings in given situations.

Motivation

Display pictures and photographs of students doing various activities. Ask the students if they can tell how the students in the photos are feeling.

Problem: How do we share our feelings and ideas with others by using facial expressions?

Vocabulary: possessions, feelings, ideas, friend, anger, fright, shyness

Materials: pictures and photographs of children, worksheet

Procedure:

. Tell the class that there are many ways of sharing. We can share our possessions, our feelings and our ideas. We can share all of these things with the people in our family and our friends. Being able to share helps us to get and then keep our friends. Help students understand the meaning of the things we can share. Elicit definitions from the class for possessions, feelings, and ideas.

. Elicit that possessions are the things we own; feelings are how we feel inside, such as happy, loving, sad, fearful, excited, or angry; and ideas are thoughts that we have in our minds.

. Distribute the worksheet for completion by the entire group to enable students to verbalize feelings and ideas with their classmates.

. Structure role playing situations so that students can practice identifying emotions or feelings as they are expressed. For example, express "happy" with facial expression and body language. Ask, "What feeling am I showing?". Students able to identify the correct feeling have the opportunity to express that same feeling. This role playing situation can be repeated for a variety of feelings presented one at a time. Among the feelings that can be included are love, anger, fright, loneliness, surprise and shyness.

. Ask students what makes them have feelings such as happy, sad, shy, and excited. Discuss feelings one at a time.

Conclusion: There are many ways of sharing. We can share our possessions, our feelings, and our ideas with others. Sharing helps us to make and keep friends.

Evaluation: Students discuss feelings that can be shared with others.

Extender: Ask students to express their feelings and ideas about the following situations:

How Would You Feel If:

1. You received an excellent mark in your workbook.
2. Your best friend liked someone better than you.
3. Someone scribbled all over your new notebook.
4. Someone invited you to their birthday party.
5. You played a classroom game and lost.
6. You were made class monitor for the day.
7. Your teacher said that you didn't behave properly during the day.
8. Your best friend said he was going to move away.

Adaptations: For students with academic needs:
Keep the activity very specific when depicting feelings. Clear photographs of a child showing the emotions of happy, sad, and angry can be presented. Students can identify feelings by role playing or saying the feeling.

Make a poster and have students paste pre-cut pictures of things that they would like to share with their friends.

For students with social/emotional needs:
Students may have difficulty expressing their feelings. If difficulty arises, provide examples of acceptable communication patterns.

Reinforce honest expression of feelings with recognition and praise.

NAME _____

WORKSHEET

THINGS I CAN SHARE!

I share my:

_____

_____

_____

_____

_____

_____

_____

_____

THEME: Peer Relationships (K-2)

ANNUAL GOAL: Students will develop skills necessary to establish positive peer relationships.

Short Term Instructional Objectives

. Students will develop an awareness that people live in many different ways.

. Students will discover that friends may follow traditions and customs which are different from their own.

. Students will discuss how differences in lifestyle and outlook are valuable.

Motivation

Use a map of the world to help students find the country of origin for their relatives and/or ancestors. List these countries on the chalkboard.

Problem: Why is it important to learn about your friends' traditions and customs?

Vocabulary: tradition, custom, similar, different, ethnic background, holiday, recreation

Materials: worksheet, filmstrips, records, drawing paper, crayons

Procedure:

. Students brainstorm the ways in which people are similiar and different.

. List similarities and differences expressed by students on the chalkboard. Similarities may include the need for food, shelter, clothing and love. Differences may include gender, age, and eye color. Indicate that differences are what makes us unique and interesting to others.

. Say, "The United States is made up of people who come from all over the world. They are part of a country that is made up of people with various kinds of ethnic backgrounds.". Discuss the different ethnic groupings in the classroom or community.

. Identify and list other ethnic groups that might not be represented in the classroom.

. Students complete the worksheet and discuss the various differences in their ethnic background and how these differences add to the American culture. Make every effort to help students understand that every culture is valuable.

Conclusion: The world is made up of people from various ethnic backgrounds. These different ethnic backgrounds produce differences in customs and traditions. They also make the world an interesting place to live.

Evaluation: Students describe traditions and customs followed by classmates from different backgrounds.

Extenders: Present one ethnic group at a time and have students make drawings depicting the customs and traditions of that particular group.

Students view filmstrips and records included in Ethnic Holidays, Walt Disney Education Media Company.

Adaptation: For students with academic needs:
Oral discussion can be substituted for those students who have difficulty with the worksheet provided in this activity.

Name_____

WORKSHEET

My Traditions and Customs

1. What special kinds of holidays do you celebrate?

2. What kind of things which reflect your background do you eat at home?

3. What type of things do you do for recreation?

4. Do you know any language other than English? If so, what is the name of the language.

THEME: Peer Relationships (3-4)

ANNUAL GOAL: Students will recognize the characteristics and importance of friendship.

Short Term Instructional Objectives

- Students will identify behaviors that assist in the development of friendship.
- Students will list five words that enhance friendship.
- Students will discover how body language is used to convey friendship.

Motivation

Select a student from the class, establish eye-contact, smile and ask the student, "How do you feel when I look at you and smile in this way? What am I trying to show you?" After the student responds, ask other students to express their feelings.

Problem: What do we do to show others that we want their friendship?

Vocabulary: develop, attract, body language, express, unsure, message, closeness, fair

Materials: chalkboard, books about friendship

Procedure:

- Ask, "How do you show someone that you are reaching out to them in friendship?". Elicit and list responses.
- Introduce the term "body language" and discuss how it is used as a means of expressing feelings.
- Students express specific behaviors in role playing situtations.
- Discuss the role playing scenes after they are presented. Ask students to identify the body language used to express feelings in each situation. Write student observations on the chalkboard labeled "Words" and "Body Language".
- Replay role playing situations, but ask students to change their body language to express the opposite feelings from those previously demonstrated.
- Play the game, "Is the Answer Yes or No". Distribute one large index card to each student in the class. Students mark "Yes" on one side of the card, "No" on the other side. Tell the class that you are going to state several ways of reaching out and making friends, and ways of turning others away from us. Mention that you will use examples of friendly and unfriendly body language and words.

If students agree with a statement, they flash the "Yes" side of the card. If students disagree, they flash the "No" side. Make the following statements:

YOU MAKE A FRIEND WHEN YOU:

1. Return a smile when someone smiles at you.

2. Hold a door open for someone who is carrying books.

3. Say "hello" to someone when you enter the classroom.

4. Ignore or make fun of someone who is giving an oral report to the class.

5. Push your partner while waiting on line for lunch.

6. Ask a classmate if you can help them when they look as if they need help.

7. Play and talk with a classmate at lunchtime.

8. Stand near a classmate and ask that person to be your partner.

9. Show a classmate the respect you would like to be shown.

10. Treat a classmate with kindness even though you may not agree with that person.

. Ask students if they can think of other statements for the game. These yes/no questions can then be used to lead into more in-depth discussion of making and keeping friends in the school setting.

Conclusion: We initiate and develop friendships in many ways. We often use body language to express our feelings to others. We also use words to communicate our feelings to others.

Evaluation: Students list ways of showing others that they want to be friends.

Extender: Read one or more of the following books with students and discuss the relationships described in them:

Do You Want To Be My Friend? by Eric Carle, Thomas Y Crowell Company, New York. A picture book which illustrates how a lonely mouse finds a friend. (Reading levels PreK-1)

Best Friends by Miriam Cohen, MacMillan Publishing Co., Inc., New York. The story of a shaky friendship and how an emergency strengthens the friendship. (1-3)

The Handbook Dresses by Eleanor Estes, Harcourt Brace and World, Inc., New York. A tender story of friendship between two classmates. (3-6)

THEME: Peer Relationships (3-4) ANNUAL GOAL: Students will recognize the characteristics and importance of friendship.

Short Term Instructional Objectives

- Students will list five important reasons for developing friendships.
- Students will state the reasons for wanting to have friends.
- Students will describe the attributes of a friend.

Motivation

Say, "Did you ever think about what it would be like to be stranded alone on a deserted island? Maybe at first it wouldn't be so bad. But after a while life might become boring. There would be no one to talk to, no one to be your companion and no friend to comfort you when you start to get lonely. How do you think you would feel if you were placed in this situation? Ask students to discuss how they would feel.

Problem: Why is it important to develop friendships?

Vocabulary: companionship, comfort, need, satisfy, respect, trust

Materials: construction paper, crayons or felt markers, photographs

Procedure:

- Mention that during the years before entering school, our families took care of our needs. These needs included things like food, a home, companionship, love, and understanding. The family still provides in these ways, but as we grow older and enter school, we develop other needs that must be satisfied. One of these needs is to reach out and develop relationships with others. We develop friendships. Ask, "Why do we want or need to have friends?". Elicit responses and list them on the chalkboard. Discuss that there are many reasons for wanting friends, among them being:

1. The need for companionship.
2. The need to have some type of physical contact with another person.
3. The need to share our experiences with someone.
4. The need to be liked and respected by others.
5. The need to have someone you can trust.

. Students write or tape record a story about a special friend. Help students make covers with their friend's name and picture (or decoration) on it. Covers can be cut in the shape of the friend's profile. Staple in blank pages and help the students fill them with stories, poems and drawings depicting the relationship that exists with this friend. Ideas for the pages can include stories and drawings that tell us why the student likes this friend. This can include the kind of things they share and the different experiences they have together. Other pages can include photographs or songs about this special friend. Ask for volunteers to read their book aloud to the class. The booklets can then be put into the library corner so that the students can have the opportunity to read about their classmates' friends.

Conclusion: Friends are important for many reasons. They help us to satisfy our needs for companionship, physical contact and sharing experiences. Friendships also fulfill our need to be liked and respected by others.

Evaluation: Students state reasons why we should develop friendships.

Extender: Read the following poem to the students. Compare student views on friendship with the views reflected in this Mother Goose rhyme which catches the robust, outgoing spirit of the shared pleasure of friendship:

Boys and girls, come out to play,
The moon does shine as bright as day.
Leave your supper and leave your sleep,
And join your playfellows in the street.
Come with a whoop, and come with a call,
Come with a good will or not at all.

Students discuss the poem and rewrite it in their own language.

Adaptations: For students with academic needs:
Provide a model booklet entitled "My Friend" for students to follow.

The Mother Goose poem may be difficult for the students to follow. Make it understandable by explaining the poem line by line.

THEME: Peer Relationships (3-4)

ANNUAL GOAL: Students will develop skills needed to establish positive peer relationships.

Short Term Instructional Objectives

. Student will share feelings and ideas with peers.

. Student will practice listening to others in peer groups.

. Student will take turns with others in the peer group.

Motivation

Show dramatic, motivating magazine photographs to the class (e.g. plight of children in Ethopia). Ask the students how they feel after looking at the photographs.

Problem: Are there different ways of sharing with others?

Vocabulary: feelings, situation, share, purpose, accident, positive, comment

Materials: situation cards, construction paper, photographs, newspaper clippings

Procedure: . Develop a number of situation cards. Index cards can be used. Each card begins with "How Would You Feel If" and then details thought-provoking situations. For example:

How Would Feel If:

1. You were new in school and had no friends.
2. The teacher made you "student of the week".
3. Others in the school yard were playing ball and you were not asked to play because they didn't think you could.
4. Someone tripped you on the school bus on purpose.
5. Someone tripped you on the school bus by accident.
6. Your best friend decided not to be your friend anymore.
7. The teacher thought of you as a helper and sent you on many school-related errands.
8. Someone called you names and hit you.
9. You moved away from all of your friends.
10. You were able to help a friend with difficult homework.

. Discuss different ways of sharing. Note that we can share things that we can touch. We can share feelings. Help students understand that recognizing feelings is a skill that helps us understand ourselves and the world around us.

. Seat the students in a circle and have students draw cards, read them, think for a minute, and tell how they would feel in such a situation. Ask for input from others in the class about the situation. Let each student in the class choose a card, and repeat the process until all students have had a turn to share their feelings with the group.

. Set aside twenty minutes each day to develop a creative writing project that gives students the opportunity to express their feelings and ideas. Each day distribute a piece of paper and ask the students to write for ten minutes. Tell them that they can write on any topic, call this time "free writing". State that you will also join the group in this "free writing" exercise. Say, "While you write I will write.". After ten minutes, tell the students to stop and ask for volunteers to read their papers. As students finish reading their papers, mention that you would like to hear one or two positive comments from the class about the paper. Have each student collect each days' writing in a folder. At the end of the term the students' creative writing can be made into a book to be either taken home or placed in the class library to share with others.

Conclusion: Sharing feelings, thoughts, and ideas with our classmates helps us to understand ourselves and the world around us.

Evaluation: Students list ways of sharing with others.

Extender: Read recent newspaper articles relevant to the students' lives. Ask, "How do you feel about that? What would you do if you were in this situation?". The articles should elicit student feelings and ideas.

Adaptations: For students with academic needs:
The creative writing activity may also be done two or three times a week for short periods of time.

Students may need to tape or dictate their feelings.

For students with social/emotional needs:
Students should never be forced to share their writings in the creative writing activity. Students are not always ready to share their compositions with others in the peer group.

THEME: Peer Relationships (3-4)

ANNUAL GOAL: Students will develop skills needed to establish positive peer relationships.

Short Term Instructional Objectives

- Students will identify that conflicts arise in friendships because people differ in what they think, do, want, and need.
- Students will demonstrate that in order to solve a conflict, it is necessary to understand the point of view of other people.
- Students will discuss possible solutions to problems in a friendship.

Motivation

Ask, "When you're playing baseball or basketball, what happens when someone begins to cheat or break the rules?". Students brainstorm possible consequences.

Problem: What causes arguments or conflicts between friends?

Vocabulary: argument, conflict, point of view, solve, reason, problem

Materials: worksheet, filmstrips, Sesame Street Skills Series

Procedure: Distribute the worksheet. Students answer the questions and compare papers to discuss what might cause conflict and how they might handle the situation.

Students view and discuss the following filmstrips in the For Growing Series (Guidance Associates, 1970):

Learning About Others
The Sesame Street Skills

These filmstrips illustrate the nature of social interactions and help students understand that a positive approach to social situations promotes positive relationships.

Conclusion: Conflicts sometimes arise between friends because people differ in what they think and do. It is very important to know how to deal with problems when they arise.

Evaluation: Students identify several ways of settling arguments and conflicts.

Extender: Students role play situations to illustrate how conflicts arise and how they can be solved.

Adaptations: For students with academic needs:
Students may need to have the filmstrips shown frame by frame. The activity can be taught over a period of two or more days.

Students can cover the material on the worksheet and respond to the situations orally.

NAME: _____

WORKSHEET

DIRECTIONS: Do you think the following situations will cause arguments or conflicts? Check either "Yes" or "No".

	Yes	No
1. Pete and Henry got into an argument over money. Pete hit Henry in the face.	___	___
2. Susan doesn't like Pat because of the way she looks. She often calls Pat "ugly".	___	___
3. John lied and told the teacher that Jim had thrown a ball through the window.	___	___
4. Laura and Jenny often play games together but Laura insists on going first when starting a game.	___	___
5. Joseph likes Bobby's baseball. One day Joseph takes Bobby's ball when he isn't looking.	___	___
6. Anne and Margo like to go home together. Often Margo has to wait for Anne.	___	___

THEME: Peer Relationships (5-6)

ANNUAL GOAL: Students will develop skills needed to establish positive peer relationships.

Performance Objective

. Students will cooperate in planning a classroom activity.

. Students will participate in group discussions.

. Students will discover that working as a team often brings success.

Motivation

Tell students that you need their help in planning a class party.

Problem: Why is cooperation necessary when planning activities?

Vocabulary: cooperation, organization, planning, responsibility, decision, maintenance

Materials: samples of ethnic foods, drawing paper, crayons

Procedure:

. Elicit that in order to have a good party, cooperation, organization and planning are necessary. Mention that organization involves people working together in a group with each individual trying to make things come out right. Suggest that it might be fun to have a "Taster's Party". With this type of party, you're expected to bring some type of ethnic or traditional food to class for others to sample. It's a good way of sharing your cultural heritage with your classmates.

. Tell students that they will have the responsibility of decision-making for this party. They must decide who will be in charge of decisions concerning food, decorations and entertainment. Guide class discussions and ask the students to outline their decisions which will be a guide for the preparation of this party.

. Have the party and afterwards ask the students to evaluate how well it was organized and how well everyone cooperated to make the party a worthwhile event.

. Mention that taking care of a classroom involves many responsibilities that cannot be met by the teacher alone. Have students list the jobs required for successful maintenance of their classroom. Involve them in planning and organizing routines that will help meet the requirements for successful classroom maintenance.

Conclusion: Cooperation, organization and planning are important aspects of everyday life. It is important for us to cooperate and plan ahead so that our efforts are successful.

Evaluation: Students participate and cooperate in a small group planning session.

Extender: Students plan a classroom bulletin board that displays their responsibilities for classroom maintenance. Charts, writings, and drawings can be used to indicate student responsibilities.

THEME: Peer Relationships (5-6)

ANNUAL GOAL: Students will understand the importance of making their own decisions.

Short Term Instructional Objectives

. Students will define peer pressure.

. Students will recognize that peer pressure can be both positive and negative.

. Students will describe ways of dealing with negative peer pressure.

Motivation

Ask, "Has a friend ever talked you into doing something you didn't really want to do?". Elicit and discuss responses.

Problem: Are you influenced by the behaviors and attitudes of your friends?

Vocabulary: peer pressure, control, satisfy, lead, conflict, mature, influence, behavior, negative

Materials: worksheet, film entitled "I Think", filmstrip projector

Procedure:

. After discussion of the question presented in the motivation part of this activity, mention that friends satisfy many of your needs. They satisfy the need for companionship and physical contact. They also share your experiences and fulfill your need to trust someone and be liked and respected by others. We are influenced by what our friends say and do.

. Help students identify the influence noted in the motivation as peer pressure. Peer pressure is a form of control that your friends exert on your behavior and attitudes.

. Ask students to describe how friends can influence you in both good and bad ways. Students complete and discuss the worksheet.

. Show the film, "I Think", which was produced and distributed by Wombat in 1971. This film addresses the issue of external influences on behavior and feelings. It emphasizes peer pressure and assertiveness.

. Discuss the film by asking questions such as:

What is peer pressure?

What can we do when we don't want to go along with our friends in doing something we know is wrong?

Does it bother you to be called names like "chicken" or "baby" by your friends when you don't go along with what they're doing or saying.

Conclusion: Peer pressure is a form of control that our friends exert on our behavior and attitudes. There are ways to handle peer pressure situations which can help us make our own decisions.

Evaluation: Students give examples of how they are influenced by the behavior and attitudes of friends, and describe how they can handle these situations.

Extender: Students can role play situations, such as when classmates try to influence a student to miss school and "hang out" with them. Discuss these situations and ask students to evaluate choices they have in these situations.

NAME _____

WORKSHEET

My Friend

DIRECTIONS: Place an "X" in the correct column.

My Friend:	Good Influence	Bad Influence
1. Treats parents, friends, and teachers with respect.		
2. Often lies to his parents and does things without asking their permission.		
3. Follows rules at home and school even though it is difficult to do at times.		
4. Steals from the neighborhood grocery store.		
5. Goes out of his way to help others.		
6. Uses drugs and alcohol when hanging around with friends.		
7. Comes to school regularly and on time.		
8. Hits others when angry.		
9. Tries to persuade me not to do something that could harm me.		
10. Tells lies about other friends.		

THEME: ADULT RELATIONSHIPS

ADULT RELATIONSHIPS
INTRODUCTION

Many special education students need to develop social skills to interact appropriately with the adults in their environment. Often students need a better understanding of how positive interactions with adults could lead to a more comfortable life.

The activities in this theme are designed to assist in the development of adult interaction skills. Building requisite skills through the use of these activities will assist students in developing appropriate relationships with parents, teachers, neighbors, storekeepers and other adults in the community.

THEME: Adult Relationships (K-2)

ANNUAL GOAL: Students will understand that adult relationships are an integral part of their lives.

Short Term Instructional Objectives

- Students will describe the many roles of a teacher.
- Students will identify appropriate classroom behaviors expected by teachers.

Motivation

Play a class guessing game. Give the following clues to students. Say, "I'm thinking of someone who stands or sits with of a group of boys and girls. That person shows people things, reads them stories, gives them homework, comforts people when they are crying, and becomes annoyed when people do not follow rules. What person am I thinking of?".

Problem: What classroom behaviors help students get along with teachers?

Vocabulary: teacher, cares, comfort, annoy, homework, adult, responsible, behavior, appropriate

Materials: oaktag, magazines, scissors

Procedure:

- Display several oaktag strips saying "A teacher is a person who _____.". Ask students to complete the sentence, and write their responses on the oaktag strips. The roles listed in the motivation also may be added to the oaktag list.
- Help students compare the roles of a parent to the roles of a teacher. Note that each is an adult who is responsible for taking care of young people, one at home, the other at school.
- Ask students to describe appropriate classroom behaviors expected by teachers. Help students identify the reasons for, and importance of, these expectations.

Conclusion: We can identify classroom behaviors which help us get along with teachers.

Evaluation: Students list appropriate classroom behaviors.

Extender: Develop a bulletin board entitled "Teachers in our World".

Adaptation: For students with social/emotional needs:
Provide puppets to assist students who have difficulty expressing themselves in front of the class.

THEME: Adult Relationships (K-2)

ANNUAL GOAL: Students will understand that adult relationships are an integral part of their lives.

Short Term Instructional Objectives

. Students will discuss how to cooperate with bus drivers.

. Students will practice positive behavior while using the bus.

Motivation

Display large picture cards of different types of buses. Ask students to talk about the people responsible for taking them to and from school.

Problem: How do students get along with the person who takes them to and from school?

Vocabulary: responsible, bus, bus driver, aid, matron, behavior, appropriate, care, noise, seatbelt

Materials: large picture cards, song, magazines, scissors

Procedure:

. List student responses to the motivation question on the chalkboard. Ask, "What must we do when we get on the bus? How should we behave on the bus?". Write responses on the chalkboard.

. Arrange tables or desks in two rows so that it resembles a bus. Students listen to or sing the following song:

BUS SONG

This is the way we ride the bus, ride the bus, ride the bus.
This is the way we ride the bus, ride the bus, ride the bus.
Fasten our seatbelts!
This is the way we ride the bus, ride the bus, ride the bus.
Listen to the matron!
This is the way we ride the bus, ride the bus, ride the bus.
Use a quiet voice!
This is the way we ride the bus, ride the bus, ride the bus.
Keep your hands inside the bus!
This is the way we ride the bus, ride the bus, ride the bus.
Look left and right when crossing!
This is the way we ride the bus, ride the bus, ride the bus.
This is the way we ride the bus, ride the bus, ride the bus.

. Students role play bus situations which provide models and reinforcement for appropriate bus behavior.

Conclusion: We can describe how to behave appropriately on buses.

Evaluation: Students list appropriate bus behavior.

Extender: Students cut out pictures of school buses and write or draw pictures describing various bus situations and behaviors. Make a bulletin board or collage using this material.

THEME: Adult Relationships (3-4)

ANNUAL GOAL: Students will understand how positive relationships with adults lead to a more comfortable life.

Short Term Instructional Objectives

- Students will list how adults assist them in their everyday lives.
- Students will describe the way community workers help them live more comfortable lives.

Motivation

Ask students to list things they did yesterday that involved adults.

Problem: How can adults help you live a more comfortable life?

Vocabulary: helper, community, adult, comfortable

Materials: newspapers, scissors

Procedure:

- List the activities listed in the motivation exercise on the chalkboard. Place a checkmark if the students were helped by an adult in an activity. Indicate each adult's role or relationship to the student.
- Ask students to categorize the kinds of people who helped them as, for example, parents, relatives, school personnel, and community workers.
- Discuss the kinds of help that people give students. Include situations where helping others is part of a person's job, as well as situations where people just want to help. Elicit how these adults help make their lives more comfortable.

Conclusion: Adults can help you live a more comfortable life.

Evaluation: Ask students to describe how adults at home, at school, and in the community can make their lives more comfortable.

Extender: Develop and display a "Helpers" bulletin board for reports, illustrations, and newspaper clippings on community helpers.

THEME: Adult Relationships (5-6)

ANNUAL GOAL: Students will understand that positive adult relationships are necessary.

Short Term Instructional Objectives

. Students will identify adults in their community.

. Students will participate in a role playing session involving conflict resolution.

Motivation

Help students set up an imaginary store in the classroom.

Problem: How should you behave when you go into a store?

Vocabulary: shopkeeper, sells, owns, groceries, service, attends, helps

Materials: shopkeeper vignette, items for the imaginary store, such as empty cartons, cans, packages, play money, cash register, receipt

Procedure:

. Ask students to list some of the types of stores in thier neighborhood. Elicit why people need these stores, and how shopkeepers help us.

. Have students discuss and role play the situations in the shopkeeper vignette.

SHOPKEEPER VIGNETTE

Several noisy children enter the store. They have come to purchase several items: gum, candy, cookies, and cakes. Some of the children do not have enough money to pay for these items. How do you handle the following situations:

. Each child wants to be first.

. One child puts some gum in his pocket.

. One student goes to pay for a package of cookies, but is five cents short.

. Children start to chase each other around in the store.

. The storekeeper treats the children rudely when they enter the store.

Conclusion: It is important to develop positive relationships with adults in your community.

Evaluation: Students describe and evaluate how their role playing experiences helped them to understand the value of developing positive relationships with adults in their community.

Extender: Students write about or illustrate positive experiences they have had with adults in their community.

Adaptation: For students with social/emotional needs:
Monitor student behavior and interactions carefully in role playing situations to ensure appropriate outcomes. Adapt situations as needed.

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